









National Council for Educational Standards

# Professor fights for maths

Almost a third of all secondary school mathematics teaching is being done by teachers without a degree in the subject or a teaching certificate with a mathematics specialism. These figures were revealed this week by Professor William Bonner, head of the mathematics department at Queen Elizabeth College, London University, in an address to 250 delegates at a meeting of the National Council for Educational Standards in London.

Professor Bonner, who reminded his audience that he had resigned from the board of governors of Paddington School this year after being told by the head that "mathematics would have to be left to the specialists in the curriculum", claimed that nearly half the children in maintained primary schools were being taught by teachers without an O level in mathematics.

Other reasons for the present crisis in the subject were the opposition with modern methods, egalitarianism and the demise of "hard" subjects in favour of soft options, he said.

Professor Bonner defended rote learning: "Duller pupils are not bored by repetitive work, but by things they do not understand. There were different orders of mathematical ability. For mathematics to be taught successfully there had to be different courses and streamed classes. He defined sufficient mathematical understanding as "the ability to work with concepts at the level you need".

Faced with self-inflicted and other difficulties, headmasters were allowing "hard" subjects to run down, particularly in inner cities. The effect was being felt in the universities. According to the British National Committee for Mathematics, 1,647 fewer candidates applied to read mathematics in 1975 than in 1971. He himself had been laughed at in Paddington School for suggesting that someone should be charged with the welfare of the bright children.

The crisis in maths could be slowly reversed with in-service training, a return to subject specialisation and streaming, and more maths teaching for primary and lower secondary teachers in colleges of education.

## Tory pledge to repeal all-in law

Dr Rhodod Boyson, MP, Conservative frontbench spokesman on education, promised that the next Conservative government would repeal that part of the 1976 Education Act that required local education authorities to go comprehensive. He called for an impartial commission to collate, comment on and publish the results of areas and schools before and after comprehensive reorganisation.

Successful comprehensives should be given every encouragement. All the urban ones should devise a core curriculum for 11 to 14-year-olds, and thereafter specialise in one subject.

Children who showed obvious flair in a subject could opt for the appropriate school at 11, and the rest should transfer at 14. "There would be no slight in subject transfers," he said. Such a system would be economical on staff and equipment. Rural areas should remain grammar schools and select at 11.

The 2 per cent of exceptionally gifted children should be properly stretched in assisted places or direct grant schools. Areas without direct grant schools should set them up. Dr Boyson hoped that some authorities would try education voucher experiments so that parents could have more control over schools. The basis of all Conservative policy, he said, should be to pass power back from the government to the people.

He congratulated Mr Colin Graham, Conservative leader of Thameside, for his council's energy and initiative in resisting the Government's attempt to abolish its grammar schools. Graham said that his council had no intention whatever of going comprehensive. He reckoned that Thameside's grammar schools were "safe" for the next 10 years, whatever the Government tried to do about them.

Children in Thameside would be tested at seven, 11 and 14. The council was budgeting for the re-introduction of direct grant schools.

## Great Debate 'a phoney'

Professor Brian Cox, of Manchester University, warned that the Great Debate was likely to be a phoney one. The Labour Party had no intention, he claimed, of giving parents the information necessary for such a debate to flourish.

They needed to know standards of attendance, teaching and examination results, and to discover which schools were bad, which good, and why.

He deplored the Department of Education's recent statements in favour of sixth-form colleges. Academic teachers would not want to teach in 11 to 16 schools. Once again, it was the bright child from the poor home who would be deprived.

Standards in maths and modern languages were already falling. Comprehensive heads were putting pressure on universities to accept candidates of lower grades. In order to achieve the same degree standards as before, they would need longer degree courses. There was no money for that.

Professor Cox objected to the Prime Minister's "strong utilitarian emphasis" in and the "rigid and philistine" nature of his references to industry's expectations of education.

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Frances Stadlen

Remedial education conference

# Remedial staff in limbo — and a search for status

The remedial education service is in a state of limbo. The Hullock report has come and gone and the service is now waiting to see what the Schools Council report on the curriculum needs of the slow learner, and the Wornock committee on special education will produce.

In the meantime, the Prime Minister's great debate with its questioning of standards indicates that remedial teachers will be called to account.

With these issues in mind, the National Association of Remedial Education held a conference last week at Edge Hill College of Higher Education, Ormskirk, on the theme "Guidelines for the future".

Mr Charles Gains, principal lecturer in education at Edge Hill, said the association felt it was time to take a more aggressive approach towards improving the service. Mr Alec Williams, director of behavioural studies, Kingston-upon-Thames College of Education, said he was dissatisfied with the idea of remedial education as a rescue operation. Mr Mike Hinson, deputy chairman of NARE, said it was seen by too many people as "Janet and John in the medical room".

Dr Roy Evans, formerly assistant director of the National Children's Bureau and now head of education at Southlands College, Reclampton, suggested that NARE should be renamed the National Association for Preventative Education. The service should be trying to prevent the emergence of latent handicap. Could this be done, or were teachers merely identifying those who had already failed, he asked. Dr Evans advocated "universal population surveillance" — screening of all children at the earliest opportunity with regular monitoring of their progress at school.

The status of the remedial teacher was discussed by Mr John Reynolds, lecturer in curriculum development at Lancaster University. He said the teacher saw himself as a "pioneer" of deficiencies in basic skills, playing only a marginal role in the overall curriculum. The remedial teacher should be in a position to improve the overall curriculum.

Professor Ron Gulliford, head of the department of special education at Birmingham University, said the remedial teacher should act as a consultant and adviser to his colleagues. All teachers, including those who taught specialist subjects, should have an understanding of how a child learns to read and write and should know the problems of slow learners.

Mr Howel Jinos, senior lecturer in the department of special remedial education, Jordanhill College of Education, Glasgow, said he was dissatisfied with the way the remedial teacher was used. Mr Stephen Jackson, former head of the department of special education at Jordanhill, Mr James teachers should be guided on the use and interpretation of test results. Many did not know what was meant by reading ages nor how to use up the results of the test with the right teaching program. As everyone was unhappy with available tests he suggested that NARE should develop one for national use.

Mr Jackson took a different view. He advocated using tests based on local vocabulary and speech habits. "I dislike creeping national uniformity: everyone wearing jeans, speaking with the same accent, drinking the same insulin, coming in called 'Ken'." The Campaign for Real Ale had persuaded him to brew to produce local beer and why could this same not be done for reading tests?

Diane Spencer



Pupils from the new Swedish comprehensive school in Barnes, London, step out into an English winter. The school will take 125 students aged seven to 16.

## NUT calls for more nurseries

All children should have a nursery education — and the government is wasting its chance to take advantage of the falling birth rate and teacher unemployment to make it more widely available, the National Union of Teachers argue in a pamphlet published today.

Although there are 20,000 unemployed teachers and a large number of empty nursery schools and classes, only one in 10 of children aged between three and five can go to nursery school, it says. A total of 1.5m children get no nursery education at all.

The pamphlet says government support for nursery education has been erratic, and points out that last year 36 Local Authorities refused their allocation of central government funds for nursery building. "Even where there are buildings, they often stand empty or are used for other purposes," it says.

The NUT say they oppose the use of nursery classrooms for playgroups because "providing the right educational start will not be achieved by second best or stop-gap measures".

Playgroups may have a place, it says, but only in conjunction with a well-planned, adequately financed system of free nursery education provided by Local Authorities to all children.

Nursery Education — The Right Start. Free. Fifthback Series No 2. National Union of Teachers, Hanlington House, Mableton Place, London WC1 9BD.

Research in 1974 at Sheffield by Mr David Golloway, the city's senior educational psychologist, found that only 0.3 per cent of primary school children were persistently absent. In secondary schools it was 1.8 per cent. The highest rate was found in the fifth year at secondary schools where 3.9 per cent were persistently away.

An earlier survey had produced figures slightly higher (0.4 per cent in primaries, 2.1 per cent in secondaries and 4.4 per cent in the fifth form).

Before the research began teachers, advisers, psychologists and officials generally agreed that large schools contributed to absenteeism. It quickly became apparent that many ideas and theories about the causes and cures for problem behaviour were more often based on personal anecdote than on solid evidence.

Borely 15 per cent of all unjustified absences could be deflected as truancy, the report says. "This finding lends no support to those who think education welfare officers should be scouring the highways and byways to bring truants back to school," rather, it suggests that the cause of truancy lies more in the attitude of the child than in the school or the home.

"Children are far more likely to be at home with their parents' knowledge, with or without their consent, than to be truanting".

The results showed that the size of school had no bearing on the incidence of persistent absenteeism. There was a close relationship, though, between poor areas and truancy.

# Kent to lop £3.7m off budget

Kent's education budget is almost certain to be cut by £3.7m next year through drastic reductions in books, stationery and equipment in schools. Other savings will come on school building and maintenance, on debt charges, and by using textured vegetable protein.

One line showing savings of £2.2m has been drawn up to keep within the Government's guidelines, and a second shows additional cuts of £1.5m — per cent below the guidelines. When the county council last November adopted its budget strategy for 1977-78, it decided to draw up these further reductions of 1 per cent as a "contingency plan". This could bring the total down to £151m.

Because of its worsening financial position, the county education committee had to recommend going ahead on both lines, although the final decision will not be made until the full county council meeting on February 17.

Mr Anthony Gillmore, chairman of the education committee's finance and general purposes sub-committee, said the switch of resources from the "shire" counties to the urban areas had now "gone beyond the bounds of reason".

Unlike in most L.A.s, the school population is rising, and in 1977-78 will increase by 2,000, costing the authority an extra £1m. Increases for education staff will cost another £1m.

One of the largest savings — £1.8m — will come from reducing books, stationery and apparatus in schools. Other savings will include £560,000 on school building maintenance and repairing, and £1.1m on the largest single expected saving — of £143,000 — will come from increasing vocational non-vocational college tuition fees by 25 per cent, and other tuition fees by 15 per cent.

Merton Education Committee, in south London, decided on Monday evening to go ahead with cuts of more than £578,000 on next year's estimated education revenue budget of £173m. Mr Ronald Treweek, the director of education, said pupil-teacher ratios would be maintained if cuts could be kept to this level, although he pointed out that this sum was still £173,000 short of the target for education cuts set by the borough's policy and resources committee. The education committee has asked to be excused any further reductions.

Wiltshire County Council, at its meeting on February 22, is almost certain to endorse its education committee's recommendation that £896,000 be cut from an estimated net expenditure of £63.5m. By far the largest single expected saving — of £143,000 — will come from increasing vocational non-vocational college tuition fees by 25 per cent, and other tuition fees by 15 per cent.

Mark Vaughan

## Truancy: the big myth

by Stephen Cohen

Myths about truancy are exploded in the latest issue of the Department of Education's magazine, Trends. Truants do not come mainly from comprehensive schools, although only 15 per cent of unjustified absences from school can be put down to truancy.

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The results showed that the size of school had no bearing on the incidence of persistent absenteeism. There was a close relationship, though, between poor areas and truancy.

## Staff step up 'no cover' ban

The dispute between teachers and Stockport council intensified this week when more than 1,000 children were sent home from school as teachers refused to stand in for absent colleagues or take classes with more than 35 pupils.

But the faint possibility of a solution to the argument over Stockport's position in the primary school staffing league table — it is next to the bottom — began to emerge as teachers prepared to meet education committee members and officials.

The council has given an assurance that it will improve the pupil-teacher ratio as soon as its financial position gets better. The teachers say they are aware of economic constraints and are prepared to accept a gradual improvement.

Mr Alan Leech, spokesman for the National Union of Teachers and the National Association of Schoolmasters-Union of Women Teachers joint committee, said he did not expect an immediate rise in the number of staff employed.

The teachers want the council to move to the regional average staffing ratio of 24.7:1. At the moment Stockport has a ratio of 27:1, according to Department of Education statistics, or 27.9:1 according to the teachers' own figures.

"We have never said they should move to the average overnight", Mr Leech said. "We want to see a phased improvement because we are hugely in debt. We want a commitment to move to the regional average over the next three years. That would end the dispute".

About 200 extra staff would have to be taken on to achieve the regional staffing ratio and the council estimates this would cost about £1m.

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## THE GREAT DEBATE

The Association will hold a one day Conference on Standards, Assessment and Objectives in education at Egerton Park C.S. School, Egerton Street, Denton, Manchester, from 10.00 a.m. to 4.00 p.m. on Saturday, 26th February, 1977.

Speakers:

Mr. H. Robertshaw, B.A., Confederation of British Industry

Mr. C. H. Selby, Her Majesty's Inspector of Education Assessment of Performance Unit

Mr. R. A. Wake, Her Majesty's Staff Inspector of Education Curriculum Publications Group

lunch and refreshments provided Fee £3.00

Further details and application forms can be obtained from the address above. As places are limited early application is advisable.

PERSONAL COLUMN

## John Rae Power to the politicians

I have been taken in task for describing as 'hysterical' a headmaster's attempt to draw a parallel between the Prime Minister's initiative at Ruskin and Nazi control of education. I gladly apologize if hysterical was itself too emotive a word; the headmaster's reaction was no doubt off the cuff and, as he says, his reactions are difficult to get just right.

What prompted my comment was a concern that during the coming months less thoughtful and responsible people would try to undermine the Great Debate by throwing the same parallel. The mindless cry of 'Fascist' is so hackneyed that one would have thought it had just died. It is a first step towards Hitlerite totalitarianism.

The distance between some modes of central control of what is taught in our schools and the degree of control exercised by the Nazis is enormous; that any suggestion that one could see subjects other cannot be taken seriously. Yet — as I say — the suggestion will be made so it is perhaps worth spending a few paragraphs defining exactly what Nazi control of education meant. Then we should argue against any control of the curriculum once and for all.

The aim of Nazi education policy was to exercise complete control over young minds at the most impressionable age. Goebbels declared: "The youth belongs to us." And so it soon did thanks to cooperative teachers and the Hitler Youth Movement. From the moment of their arrival in power, the Nazis set themselves to eliminate all traces of independence in the education system. (Here I must acknowledge my debt to the text of Robert Coell's *Love, Education and Illusion in Nazi Germany*.) The few German private schools were closed or forced abroad. That was an easy matter for the schools had never enjoyed the prestige or influence of their counterparts in Britain. It took longer to remove all religious teaching from the public sector. Eighty-three per cent of all public elementary schools were denominational or moderate and sane. Indeed, if the Nazis had had Catholic priests to be criticized it is far being tentative in their approach. The shortened version of the Aachen report upon which this sentence of the curriculum: "The fundamental problem is to ensure the coverage of certain essentials without stifling the initiative of teachers." What does the department think is necessary to approach the question of ensuring that essentials are taught without stifling initiative unless the initiative of teachers is interpreted as meaning their right to do as they please? If that is what the initiative means, the sooner it is taken away the better.

Any teacher who thinks he or she should decide whether a pupil should continue to study English and mathematics after, say, the age of 14, is in the wrong job, in the wrong country at the wrong time. The aim of a motor of national policy is not something that is left to the teaching profession. Yet, obvious though it may seem to many people, the idea that central government should insist on certain subjects being taught up to a specified level is anathema to many teachers.

This is what accounts for the tentative approach that characterized the documents for discussion at regional meetings. We understand that senior officials in the department are already pessimistic about getting agreement on a common core curriculum beyond the age of 14, even beyond 11; and that agreement can be obtained, they do not know how to persuade teachers to accept it. Such pessimism is hardly surprising in the light of the minister and the department from the minister and the department to the teacher's organization and the Schools Council.

It is time not only to reassess the right balance of power between teachers and government, but also to reassess the bluff of the educationists. What must be taught to what age is not a decision left to teachers; nor is there any mystery about identifying the knowledge and skills that a school leaver must possess. As teachers we know how to do this. It is the job of government to decide what to teach and to lay down the strategy.

PERSONAL COLUMN

## John Rae Power to the politicians

### 'Languages are vital'

Britain may need to encourage more sixth formers to study a foreign language which has been very successful in Britain has been the foreign assistants programme which now involves some 4,500 young teachers being placed in British schools, most of them teaching languages. Foreign assistants placed in children they teach not just a knowledge of language but also an insight into what it is like to come from another country.

School visits and exchanges are also useful in this respect and so is the presence of overseas students, whose numbers have gone up from the 34,500 in 1970-71 to 81,000 in the current year.

The Fletcher tribunal, which is hearing the Inner London Education Authority's disciplinary charges against six William Tyndale Junior teachers, has now turned into a public inquiry. The 14 week public inquiry will be held at the tribunal three months to get through the three months and to hear the authority's case. The hearings have proceeded fitfully, adjourning repeatedly for odd days and for up to a week at a time. The brook has been for a variety of procedural and personal reasons.

On Monday, when the ILEA completed its evidence, the accused teachers — Mr Terry Ellis, the head, and five of his staff — said there was no case to answer. It was argued on their behalf that the proceedings had already demonstrated that the tribunal's decision to admit the

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schools on international matters. The study of languages was in a weak position in British schools. The foreign assistants programme which now involves some 4,500 young teachers being placed in British schools, most of them teaching languages. Foreign assistants placed in children they teach not just a knowledge of language but also an insight into what it is like to come from another country.

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report of the public inquiry as false and unjustified, and that the retirement of the authority's principal witness, Dr Eric Briout, the education officer, before the teachers were able to finish cross-examining him, had prejudiced their position.

But Mr Gary Fletcher, the barrister chairman, ruled that there was a case to answer, and the first teacher witness, Mr Ellis, this week began his evidence. It is expected to take about a fortnight — or long as did his testimony to the public inquiry. He will be followed by about 25 more witnesses for the teachers, including a number of parents of children who taught. The tribunal will then hear evidence from some of the teachers and parents who were in conflict with the head over the running of the school.

Mark Jackson



We have lived through a decade of rapid expansion and... We must find the most effective ways of using a budget...

At the North of England conference, Mrs Williams talked of the challenge facing education.

Quality is the next priority - Shirley

All this would be a big enough programme of work for the next five years. But it will not suffice. For, perhaps partly as a reaction to the speed of change in education, many voices of criticism have been raised...

Indeed, people in education are now willy nilly involved in a debate which may not be of their seeking. Yet the debate is important, because it reveals worries and concerns among parents and others that deserve to be taken seriously...

I myself believe that some foolish and sensational generalizations have been made, based sometimes on one school or even on one child. I also think some wild conclusions have been drawn, that we should subject children to batteries of tests and return to the rote learning of long ago...

As the falling numbers reach the higher age groups, local authorities will have to give serious thought to their dispositions for sixth formers, if they are to make reasonably economic use of highly qualified teachers and expensive equipment and buildings...

Some will undoubtedly claim that this expansion has been at the cost of lowering standards. Such claims are hard to refute, if only because the authors so rarely offer any evidence. But the evidence available to me, and I have sought it ever since I became Secretary of State, does not bear out these claims...

Less dramatically, both the numbers and proportion of the age group passing at least two A levels; the numbers and proportion passing five or more levels; and the number passing a qualifying examination in a single subject, have all improved. Indeed, the admittedly modest level of a single qualification was obtained in 1974-75 by almost 80 per cent of our boys and girls leaving school.

Of course it can be argued that the standards of the examinations have declined, but no one has provided any evidence and it is dealt by the examination boards themselves. What of this is threatened by cuts in the educational budget? I do not think so. Let us put the question itself into perspective.

Over the last decade education's share of the national product has risen by about a fifth - and now stands at about 6.5 per cent. Real growth over this period in education expenditure was 53 per cent, while national output only increased by 21 per cent. Since then, education has suffered three rounds of cutbacks in planned future expenditure...

But unless economic circumstances sour drastically, I do not envisage any further such exercise in the near future. Of the latest cuts, some £20m in 1977-78 and some £13.3m in 1978-79 will be accounted for by reductions in capital expenditure on special schools, primary and secondary improvements and further and higher education: basic needs and the associated SPAR (comprehensive) programme are protected.

After allowing for fairly modest reductions in expenditure by the universities, the research councils and the arts, non-teaching expenditure in schools will have reduced by £3m next year, and some £8m the year after, compared with the levels which we had previously planned, not to say when the price of school books and materials continues to rise rapidly; and finally I hope to make some economies in the running of the school meals and milk service.

Already this has led to something of an outcry. I can only respond by saying to you that I have done everything in my power to protect teachers' jobs; to maintain staff/pupil ratios, to try to safeguard in-service training, which has a doubly favourable effect on employment; and to concentrate savings where they will have the least adverse effect on the education service; if I am unable to make savings where I believe with goodwill they can be made with the least detriment to the education services, namely in the administration of school meals, then I may be compelled to look again at those priority areas, for these savings have to be found. But even so we shall be spending on education next year half as much again in real terms as in 1967-68.

So much for our finances; we have been hurt, but not seriously injured. We have been hurt, but not seriously injured. We have been hurt, but not seriously injured. We have been hurt, but not seriously injured.

In the course of doing so, we have to use to advantage the man who declines to be birth-rate, which by 1981 will entail 700,000 fewer children of primary school age than at present; though there will then be 110,000 more pupils of secondary school age than there are today, the decline will have started from the 1979 peak.

The first consequences of that decline are visible in the half-empty classrooms in the infant schools of some of our new towns and big local authority estates as well as in many inner city areas. The closure of some old - and not so old - primary and secondary schools will be an economic necessity and could bring educational advantages.

As the falling numbers reach the higher age groups, local authorities will have to give serious thought to their dispositions for sixth formers, if they are to make reasonably economic use of highly qualified teachers and expensive equipment and buildings and of the same time to provide an adequate choice of courses and subjects. The further development of sixth form and tertiary colleges may well be an important part of this process. It is a major problem we need to work out well in advance, and it should be very much in the mind of those authorities that have not yet reorganized all their schools on comprehensive lines.

I have mentioned that our next priority must be the quality of education. This is, let me repeat, not because I believe the quality of our education has declined, but because the demands made on the schools and other education institutions have massively increased. Industry demands boys and girls capable of more sophisticated work than in the past. Many of those who would once have been apprentices now take degrees at the universities and polytechnics, so that industry is selecting from a group of school leavers that has been much more highly trained than was true a generation ago. I believe some comments made by employers completely fail to recognize that fact.

Parents and society generally demand more of education, but it seems to me, do not always offer the support teachers are entitled to expect. Parents cannot demand discipline from the schools if they do not insist upon it themselves; and all of us know parents who seem unconcerned about how much television their young children watch, or even where their older children are. More widely, I sometimes suspect that education has become a scapegoat for our economic failures, or even for the strains between the generations.

So once again, let me try to clarify the situation a little. We do have some poor schools, and poor schools are more often so because of weaknesses in staffing or lack of leadership from the head than simply because the building is old or the locality difficult. Nonetheless, uncomfatable old buildings and deprived, dreary neighbourhoods can add immeasurably to a school's problems. We have some worrying shortages of teachers in certain subjects, of which mathematics and the craft subjects are the most serious. Only three-fifths of the non-graduate teachers who completed training after 1967 had achieved O level maths; and there is a need at the specialist level for nearly 2,000 graduate maths teachers.

As the local authorities present, know, we are inviting them to support teachers already serving, or those suitably qualified but unemployed, on one year courses to convert them into specialists in the vitally needed craft subjects. I hope we can shortly add maths to that list.

Then there must be adequate time for basic subjects to the school's curriculum. Hence the emphasis on a "core curriculum". Of course most schools have a core curriculum already; but some do not, and some fail to monitor their pupils' achievements. Yet there is no greater betrayal of a child than to fail to provide him with the basic skills he needs for work and for life.

There is too the serious question of how wide a core curriculum should be at secondary level, and how long it should continue. Speaking normally, I have for a long time doubted whether it was wise to cut out the two great divisions of knowledge - the arts and the sciences - even before reaching adolescence. Incidentally, in this context it is interesting to recall just

how "core" the curriculum used to be. I was sent recently a school report for 1919 by a gentleman then aged about 11 or 12. The subjects were: scripture, reading, writing, spelling, recitation, composition, mental arithmetic, rules of arithmetic, problems of arithmetic, geography, history, elementary science and general knowledge. And the class size, just to recall the good old days, was 60.

I mentioned earlier the monitoring of the individual child's progress, and that matters, especially if a child is to get any necessary remedial help at an early stage. We need also some collective measurement of educational achievement, and this the Assessment of Performance Unit in the DES is working on. I hope such assessments of performance, together with school surveys by IMI and their everyday work, will begin to throw light on the difficult problems of methods and approaches.

For instance, we need to know much more about the benefit children get from modern maths as compared to traditional maths, and about the ability of teachers, many with only the most elementary knowledge of maths, to handle these approaches, and the best ways of bridging the gaps when a child moves from a school using one method in a school using another.

The more delicate aspect of monitoring standards lies in comparisons between schools. It is not only silly but damaging to compare schools which may be in completely different environments and coping with completely different situations. The in-service comprehensive in old buildings which gets 10 per cent of its boys and girls through A levels may be leading a major educational transformation in that area, while another in a comfortable suburb in new buildings would be rightly criticized for such a result. But, in terms of the context in which a school operates, we do need to know something about the standards being achieved, if only to bring help to those who need it.

Crucial to the priority for quality in education is the professional development of our teaching force. The rapid expansion of the sixties is behind us. Indeed, in an effort to avoid serious unemployment among newly qualified teachers, and to leave some room for those who wish to return to the profession, my colleagues and I have consulted the ACSTT about reducing the teacher training establishment to some 45,000 places in the early 1980s, including 10,000 places for in-service and induction training.

The ACSTT has responded by agreeing on the need for a further reduction in initial teacher training places, which in turn will involve the closing or amalgamating of colleges which have done sterling work for education and which are regarded with esteem and affection in their own localities. I do not pretend this is other than a painful business; I wish it were unnecessary. But it is, I am afraid, inescapably in the light of all the facts. If I avoided this I would be buying unemployment for a generation of qualified teachers, respect the colleges for their willingness to cooperate in the interests of the wider educational system...

Of the 10,000 places envisaged for the 1980s, some will be needed for full-time or full-time-equivalent courses leading on to a further qualification, such as a BEd degree, or an advanced diploma. The rest of that total, however, will be available for short courses of all kinds and work with teachers in schools. As the ACSTT working party on induction and in-service training pointed out, the opportunity to link initial and in-service education may never arise as costily and economically again.

To recognize the great potential for local authorities to cut back on in-service training because in many ways it is easier to do so here than in other areas.

There is one last point of criticism I want to mention before I conclude. For so long as I, at least, have had any connections with education other than being a pupil myself, I have heard teachers criticizing teachers and teachers criticizing industry. I do not know who is at fault but I suspect both sides are. Industry in this country takes little interest in education, and as a country we have had until recently a third record as far as industrial training is concerned. Even now, they are not so popular with employers and sandwich courses command little industrial support. But industry can say, not unreasonably, that many schools have shown little direct interest except in teaching a region's history or geography.

The juxtaposition in our country of one of the longest periods of compulsory education in the world with a poor record of low productivity, low growth, low investment and different design and marketing skills must make us all reflect. A higher proportion of graduates have, in recent times, taken jobs in the traditional professions of law and medicine, the teaching profession, social work and nursing, the Civil Service and the media business rather than in industry, and the industrial professions like engineering.

So I very much hope we will see more projects like the CBI's "Understanding British Industry" and the work of the Schools Council in this field. I hope too that we can encourage local links between individual firms and individual schools, going beyond the occasional school party visit or the once-in-a-while talk by the personnel director about careers.

There are undoubtedly great opportunities before us, perhaps the greater because we now have a little time to think and to plan ahead. Let us remember that the education of the recent past, because they are indeed remarkable, and let us look to the next 10 years, from which we can fashion an education system distinguished for its quality as well as its accessibility.

It would be most unwise to be discouraged by many of the superficial things that have been said.

Other conference reports Upon my pedacraftic oath, sir...

A new form of swearing will be introduced in staff rooms if a university professor has his way. It will go the blasphemous of teachers enticed by a morning 100-word oath to us, says a teachers' union. The oath is directed at doctors who take the Hippocratic oath.

Professor Richard Whitfield, Aston University wants teachers to take the oath to indicate a seriousness of the job. "I need set out a form of contract with a consumer, be it parent or student," he told the North of England conference.

The "pedacraftic" oath suggests by Mr Whitfield contains six points. Although he did not say if teachers had to place their right hand on their textbooks as they recited the words, they would have to declare:

- (1) To maintain the best traditions of the profession at all times and in all places. (2) To take proper responsibility for the intellectual, moral, spiritual and moral development of the nation's children whenever I teach them. (3) To see before my students the highest aims and best interests regarding the dignity of man, both as an individual and to the community. (4) To respect the independence of mind and person of every student in my charge. (5) To require of myself and my students excellence in skill and discipline in conduct. (6) To teach the truth as I, through my experience and conscience know it.

Industrialist quizzed over 'illiterates'

All teachers should have a fortnightly three month working in industry as they would be better placed to give advice to young people, a leading industrialist told the conference.

Sir Arthur Bryan, chairman of Wedgwood Ltd, delivered an address packed with comments to the teachers, officials and councillors present. In changing the content of secondary schooling to fit in with industry's needs.

"Industry has a right to expect the education system fully to respond and to cater for its needs," he said. "The mere existence of the million that goes into education should be providing the best trained and the best qualified young boys and girls, men and women, that we can attract into industry."

Young people did not have the basic tools of literacy and numeracy, and too many were virtually unemployed. Mr R. Neal, from Humberside education committee, asked Sir Arthur to name the schools which were obliged to be producing illiterate children. "Why can't you point them out so that we can do something about them?" he asked.

Mr Neal suggested it was a scandal that such schools existed. Sir Arthur said it was a fact that young people entering industry today were frequently deficient in arithmetic and the use of English.

CEO pleads for in-service cash

The Government was politely asked to put its money where the mouth was by Mr Peter Brown, Redfordshire education officer for Redfordshire. He wanted a change in the Government subsidy for local authority spending to allow for expansion of in-service training and other developments the Government was advocating. "There would be done by a 20 per cent increase in the percentage grant system for education."

Mr Brown also called for the Central Advisory Council for Education to be reconvened. The council was set up under the 1944 Education Act to advise the Education Secretary. "Mrs Williams is anxious to establish a national consensus."

Reports by Stephen Cohen

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  - Science Education (PT)
  - Sociology of Education (FT and PT by day release)
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Final: Schools Prom

## Youth festival moves to the South Bank

by Geoffrey Russell-Smith

Since it began, five years ago, and more young musicians tried to get into a small London theatre than the building could hold, the National Festival of Music for Youth has been growing in both size and importance. This year it is to have a Jubilee Year flavour.

After that first chaotic day when the presenters, The Association of Musical Instrument Industries, realized they had produced a successful idea, it was decided that the only way to handle so many entrants was to ask for audition tapes. Many groups would not reach the festival itself, but more talented players would not have to face bleak comparison with the best in the country. Every group received a brief adjudication.

The festival moved to the Fairfield Hall, Croydon, and travelling expenses were regularized to help bands, orchestras and chamber groups from Scotland, Ireland and Wales.

The next step was regionalization. Audition tapes were dropped, and "primaries" were held up and down the country.

The TES, having become a sponsor, added a further dimension in 1975 by mounting The Schools Prom at the Albert Hall. The result was a sell-out. Last year saw The Schools Prom extended to two nights and covered by BBC television.

This year the festival will be in the South Bank concert halls complex, and the public can treat it as any other major musical event. Concert-goers will also be able to eavesdrop on the criticism, advice, and wisdom of the panel of judges who will give a public appraisal of each performance.

The categories this year are: orchestras (open), school orchestras, the concerto class, chamber music, brass bands, wind bands, recorder consorts and ensembles, instrumental ensembles (open) including jazz and swing bands, instrumental ensembles (junior). Music will range from medieval and classical to avant-garde and jazz.

As the festival will use the entire concert halls complex simultaneously, visitors will have a choice of listening at all times. Entry forms and details about tickets are available from the National Festival of Music for Youth, 13a King's Road, London SW3 4RP.

## College claims right of appeal

Any teacher-training college threatened with closure should be allowed to challenge the decision, the board of Bedford College has told the Education Secretary.

In a letter to Mrs Shirley Williams signed by Mr Eric Robinson, chairman, and college principal, the board says that by its nature, location and expertise the college is in a unique position to offer courses appropriate for teachers in cities with differing immigrant populations.

Yet, "morale will sink if the survivors in teacher education come to believe that their political masters and administrators do not respond to educational ideals and creative ideas, but act without regard to the quality of the institutions and use crude demographic criteria to wipe out colleges."

# Summing up the maths man's future

Geoffrey Matthews on a lively meeting of mathematicians

A colloquium was held at Loughborough from January 7-9 of 24 mathematical educators. It was sponsored by Centre for Advancement of Mathematical Education in Technology (CAME-TE) at Loughborough University and the Shell Mathematics Unit at the Centre for Science Education, Chelsea College, University of London.

This was perhaps the first occasion when a group concerned specifically with mathematics education had met without "pure" educators or "pure" mathematicians.

Most of the colloquium was literally devoted to talking together, although there was a session describing research on how secondary children learn mathematics and another on mathematical modelling.

The three working groups concerned teacher training; primary work and research; and secondary work and links with industry. A smaller group met outside the official working hours to consider the effect on schools of pocket calculators, and this group intended to meet again.

One theme to encourage strongly was the need to keep parents informed. The objectives of the school should be open for inspection and reassurance given that basic skills were not being neglected. Reasons should also be given to justify doing the "other" mathematics.

The last naturally to discuss the possibility of a common

core. Should the children do magic squares or probability? Questions like this could lead to mathematics ending up as a series of unrelated fragments. But having identified the core, the "fills" can be seen as helping to illustrate and illumine it, indeed, most of the point of the so-called new mathematics is to make the old mathematics more intelligible.

On teacher training, the colloquium on the whole was happy to leave mathematical matters in the hands of the Joint Mathematical Council, who are preparing a report. But disquiet was expressed, particularly on the proposal that intending primary teachers should be required to obtain an O level pass as a condition of entering college.

While this was probably the best of various evils of present availability, numerous horror stories were exchanged on the effects of scrapping an O level, sometimes simply killing off enjoyment and understanding.

In the end, it may be necessary to rethink O-level altogether, in the process cutting down on the number of alternative syllabuses.

On in-service training, the magnitude of the task dented the colloquium, but it was vital that this should be available to all teachers,

not compulsory for largely school-based.

In testing, the colloquium graded its information about the intentions of APU. There was considerable doubt about the value of repeated testing: "You don't make people taller by measuring them." The colloquium came out with objectives which were said to be radically different from the expressed APU ones, including, for example, comparison of different programmes and styles of teaching and assessment of a wide range of mathematical competences and not just computation.

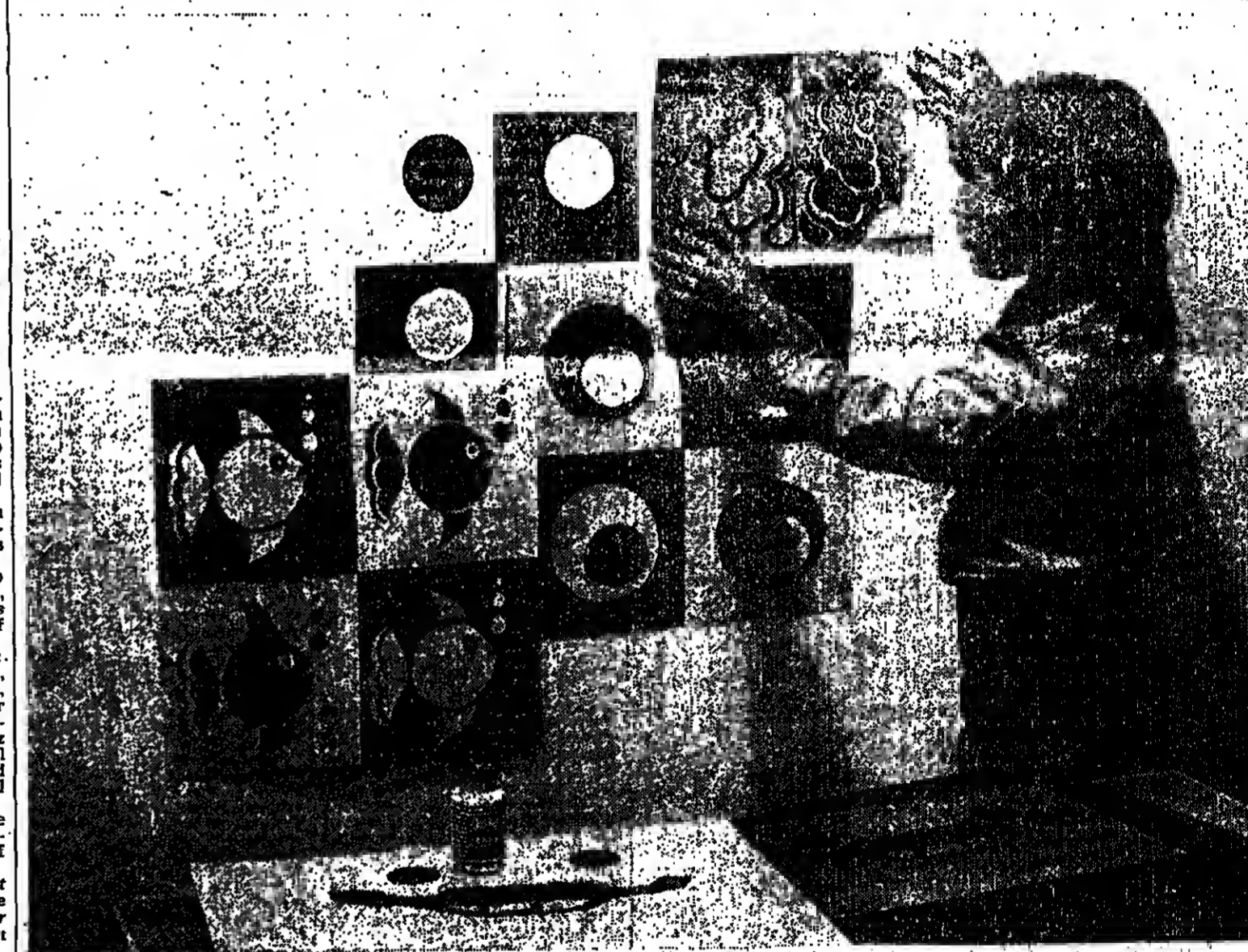
A central theme was the importance of links between schools and industry. There are many local schemes, including visits to firms by teachers, and collaboration by employers in modifying entrance to accommodate the schools as well as meeting their own requirements. It is necessary to publicize these schemes nationally. There was considerable discussion about the possibility of a CES examination in which industrialists might be involved both in planning and running, but eventually it was decided that the best plan was primarily to have a basic-skills test as a prerequisite but separate from the CES itself.

Numerous questions arose: for example, how basic is basic? What would the test be given? Would skills be tested in isolation or linked into applications? The chairman of the Mathematical Association's schools and industry committee was one of the participants and he agreed that they would take over the detailed consideration of all these matters.

Finally there was consideration of priorities in research in mathematics education. A high priority for suggested new topics was an investigation aimed at building a theoretical model of different teaching methods to include a study not only of how knowledge is acquired but also of how it is applied. This could be put to a comparatively rigorous test in place of the current subjective arguments. Also high on the list was the effect of pocket calculators on the curriculum, and the working group on this topic will undoubtedly come up with proposals in due course.

The colloquium was closed by Dr David Ingram, principal of Chelsea College, who picked out the message with parents and employers as perhaps the most important proposals put forward during a lively weekend.

Geoffrey Matthews is director of the Shell Mathematics Unit at the Centre for Science Education, Chelsea College, University of London.



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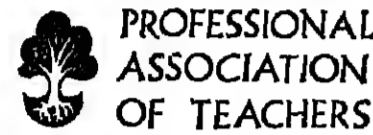
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# 75 Years On...

The first issue of The Times Literary Supplement appeared on Friday, January 17, 1902.

Next week's TLS will be a special 48 page issue to mark the paper's 75th anniversary.

The Times Literary Supplement

West Germany

# Bonn has more control over home tuition

by David Dungworth

A law came into force at the beginning of this month which the federal government sees as one of its major achievements in educational legislation during the last parliamentary session. Its purpose is to give the state sufficient control over correspondence colleges to guarantee the standard of the tuition they offer and to ensure fair conditions of enrolment to their students.

Only about 200,000 West Germans are now following home study programmes—a mere 0.3 per cent of the population, compared with 4.5 per cent in the United States, 6 per cent in Holland and 10 per cent in Sweden.

This is at least partly due to the generally low reputation of the 140 private correspondence schools in the Federal Republic. There have been numerous complaints about the poor quality of their teaching material and their failure to provide adequate preparation for public examinations.

In addition, colleges and their representatives have frequently been accused of using misleading advertising and pressure selling to persuade customers to buy courses.

To guide potential students in their choice of a course the Ministry of Education in Bonn has for the past six years encouraged the colleges to have their teaching programmes validated by the Federal Institute for Vocational Education Research in West Berlin or the Central Office for Correspondence Tuition in Cologne.

But so far only 211 of the 1,400 courses now on the market have been granted a seal of approval by the two testing bodies.

Under the new law the Federal and Länder authorities will acquire wide supervisory powers over commercially produced material. All testing will be carried out by the Central Office for Correspondence Tuition and with the exception of those dealing with hobby or leisure activities, only approved courses will be offered to the public. Scrutiny of courses leading to vocational qualifications will be particularly rigorous.

The law also introduces the concept of consumer protection in education for the first time. A person who has enrolled for correspondence courses may cancel the agreement without penalty at any time up to two weeks after he has received the first instalment of teaching material. Subsequently he may withdraw by giving notice at the end of the first six months or at three monthly intervals after that.

Before he signs an agreement, the customer must be given a copy of the contract setting out in detail the tutor's knowledge required, the time needed to complete the programme, the type of final qualification to which it leads and the professional bodies which recognize the qualification.

And to curb the activities of unscrupulous salesmen the new regulations allow them to call on a prospective customer only after he has been supplied with advertising brochures and has requested a visit in writing.

Denmark

# Parents lose compulsory sex education battle

Three Danish couples have lost their five-year fight to have their country's sex education laws declared in contravention of the European Convention of Human Rights.

After deliberations lasting 16 months, the European Court of Human Rights, by six votes to one, has rejected the parents' arguments that the law denies their right to have their children taught in accord with their religious views.

Mike Duckenfield, Scandinavia correspondent, talks to Sweden's outspoken new Schools Minister, Conservative Mrs Britt Mogard

# Children 'have become apathetic and lack responsibility'

STOCKHOLM  
Excepting the Energy Minister, who has had to justify a highly unambitious reversal of his party's stand against nuclear power, none of her colleagues in the new centre-right coalition had a more difficult start in office than Mrs Britt Mogard, the Schools Minister.

Two weeks into what should have been the customary "honeymoon" period, a local authority in Northern Sweden took the unprecedented step of closing a comprehensive because of pupil indiscipline.

Teachers had refused to work because several pupils had threatened them and other pupils with knives. The school remained closed for three days until eight pupils were removed to another school and put into a class of their own.

While Mrs Mogard had nothing to do with the closure, she called for her resignation by saying the police should be brought into schools if future discipline problems warranted it.

One of only six Conservatives in Mr Fälldin's Cabinet, Mrs Mogard is no newcomer to the headlines. An outspoken campaigner for equality between the sexes, she was none in her party in supporting the SFA commission proposals to create closer ties between schools, the community and working life. Successful implementation of SFA is now one of her main ministerial ambitions.

Like the Education Minister, Mr Erik Wilander, who has been in charge of post-school (excluding teacher training) and cultural affairs, Mrs Mogard has inherited a heavy workload of on-going reforms initiated by the previous Social Democrat government.

A controversy on school marks is due to report in the New Year; others on education for 16-19-year-olds, teacher training and the school responsibility of local authorities are currently sitting on Mrs Mogard's desk.

Until these consultations report, Mrs Mogard is being guarded about policy details. Nevertheless, she is provocatively forthright about her general aims and views.

In an interview with the *TNS* she said the aim of the current work was to put out SFA into practice, her main aims were to get smaller classes, improve the "Three Rs" and decentralize authority to the local level.

She believes that the basic aim of school tuition should be agreed centrally, as at present, but there should be more scope for schools to alter the curriculum according to local needs.

The aim should be to have "schools of the same value" but not with the same resources and methods. Part way towards this was recommended in a report by the SSK commission on local authority powers earlier this year.

It favoured adjusting state subsidies to L.A.s according to regional variations in costs rather than basing them on "national average" figures.

There has been growing concern about the number of relatively illiterate and innumerate pupils leaving the comprehensive and the new minister wants to see changes in the curriculum to favour more Swedish and maths, blaming declining standards on time pressure imposed by adding new subjects to sex education, traffic and drug education to the timetable.



Mrs Mogard: priority for three Rs.

ing standards on time pressure imposed by adding new subjects to sex education, traffic and drug education to the timetable.

As a former German and Swedish teacher—she taught 13-16-year-olds for 10 years before entering parliament in 1969—Mrs Mogard believes too many recent changes have only been "paper reforms" and attacks the ministerial succession of words which have become commonplace such as democracy, solidarity, fellowship and working life experience.

Mrs Mogard accepts the argument that work experience is an advantage for pupils, students and teachers, but is sceptical about the practice of existing schemes which she thinks do many 16-year-olds and their two weeks in offices and factories is a holiday.

Nevertheless, she wants to see the current PCKO work scheme improved and extended to the upper secondary school (16-19-year-olds). At present, it only applies to the year comprehensive pupils, though 15-year-olds have day-long study visits to workplaces.

Increased work-related tuition, closer school-work links and a guarantee of work, vocational training or continued schooling for all comprehensive leavers were three of the main educational planks of the government's programme as set out in parliament after September's general election.

As part of this, Mrs Mogard endorses the suggestion made by the Education Ministry project group last year that short work-oriented courses be introduced for 16-17-year-olds. These could be taken together to make up full study programmes over a period of years, with tuition both to schools and municipal adult education classes.

Underlying the minister's policies is the unfashionable belief that children in Sweden have become spoiled. "We say they are having everything and they are not becoming objects nor individuals. Education is just something that they are given—whether they want it or not. As a result they have become apathetic, unmotivated and lack responsibility."

THE TIMES EDUCATIONAL SUPPLEMENT 14.1.77

United States

# Progressive methods 'fail to improve standards'

from Michael Binyon

WASHINGTON  
A massive government study of many of the innovations introduced into American schools over the past 20 years—including team teaching, open classrooms, movable timetables, teacher aides and individualized instruction—has found that they make very little difference to pupils' achievement.

This startling conclusion has taken educationists aback. Some are already expressing fears that it will undermine progressive education, fuel back-to-basics movements and support the contention of sociologists such as Christopher Jencks that differences between schools have little effect on pupils when they leave.

The study, one of the most ambitious ever undertaken, cost \$1.8m and looked at the performance of 80,000 pupils in 80 representative schools. It found that pupils in schools with a more moderate emphasis on innovation and individualization showed the greatest improvement in reading and mathematics tests.

It did make a difference to reading scores if more time was spent on reading and language skills in the first years of school, the study said.

But it added: "The single most important and well-documented finding was the lack of either substantial or consistent association between student achievement and overall level of innovation across grades."

The report did not want its findings to be viewed as a "sweeping criticism" of new ideas and practices in teaching, but should serve as a reminder to educators, parents and legislators that educational innovation per se will not necessarily produce dramatic effects on student achievement. Educational quality is not synonymous with innovation or individualization.

Australia

# Jobs outlook gloomy

from William Purves

SYDNEY  
Australian teachers who have no jobs arranged yet for the new school year face bleak employment prospects. Education officials say three states have publicly warned teachers and student-teachers of the gloomy job situation. The position in the other states seems no better. The net result is that 5,000 qualified teachers looking for jobs this year.

Dr Don Hodgson, the South Australian Education Minister, said his department would be employing more teachers, but the increase of 400 will not be enough to guarantee jobs for everyone.

In New South Wales, the Teachers' Federation said 2,000 teachers could be without jobs in that state. Close sizes would be about the same as in 1976, although many more teachers were available.

To help alleviate the situation, the state has outlined a scheme to re-train surplus social science teachers in secondary schools as primary school teachers.

Italy

# Sport gets promise of boost

from Dalbert Hallenstein

VERONA  
Sport has at last found a place in Italian schools. Signor Franco Maria Molteni, education minister, has pledged that this year at least six hours' sport a week will be offered to Italy's 12 million schoolgoers. Until now only two weekly hours of compulsory physical education have been provided. Sports such as football, tennis and swimming have been virtually ignored.

Children and young people wanting to play sport must now either join expensive private sports clubs or use the overworked and often badly organized sporting facilities offered by the semi-state Italian Olympics Committee (CONI). In small towns and villages even these opportunities are lacking.

The extra hours of school sport will be voluntary and mainly organized in the afternoons when Italian schools are closed. Many problems will have to be overcome. Few of Italy's schools have sports fields and adequate gymnasiums. Tennis courts and swimming pools are almost unknown. The official national sports union, the only one with a membership of 900 pupils on a basketball court to every 5,000 pupils and one swimming pool to every 57,000 pupils.

The report was commissioned by the United States Office of Education because, it said, there was a growing awareness of the lack of—and need for—evidence on whether new ideas in teacher were indeed any better than traditional approaches.

The American Institutes for Research, the California organization that carried out the research, spent some time looking for innovative programmes, visiting schools, interviewing teachers and sitting in on classes. It says it was probably the first large-scale longitudinal study to associate the educational attributes underlying school programmes and the characteristics of teachers with only those individual pupils who were directly exposed to their influence.

For sheer complexity of data, the study was unique. Some 3,500 individual items of data could be associated with a single pupil.

The study covered a wide array of methods intended to give pupils more individual attention. These included small-group teaching, allowing pupils to select which material to study, intensive guidance and counselling, home visits, flexible timetables and so on.

All this did make a difference to reading and arithmetic skills at the early stages, and increasing the amount of class time spent on language in elementary school might be a worthwhile way of improving performance. But the researchers were clearly very puzzled why more individualization made so little difference among older pupils.

They offered some possible explanations: pupils' loss of self-motivation, teachers' lack of involvement in appropriate matches between educational approaches and pupils' needs and the insensitivity of standard measurements to new ideas and practices.

Holland

# Means test will send nursery bills soaring

from Lynn George

AMSTERDAM  
From this month some parents may have to pay as much as 360 guilders a month (around £90 at present exchange rates) for the privilege of putting their first child in a day nursery. The high fees are the result of a new government subsidy regulation which relates nursery contributions to a parental means test. Subsequent children give parents a better deal: a maximum of 180 guilders a month for a second child, and 10 guilders a month for any others.

Parents with one child and a net joint income of 2,075 guilders a month or more pay the maximum rates. This means that if a couple earn only the established minimum income of 1,075 guilders a month each, they immediately fall under the high rate category.

One-parent families benefit most from the scheme: a parent on the minimum income pays the minimum rate of 10 guilders for every 25 guilders a month above this amount parents pay a further nine guilders a month.

Nursery fees now vary from 64 to 320 guilders a month depending on facilities provided, and in general are not income-related. The 6m guilders a year available from the General Assistance Act for those who cannot afford to pay will be rechanneled in the new proposals into the general nursery subsidy.

Nursery provision in Holland has always been the poor relation of education. Until last year it was not even government subsidized. Local authorities were entirely responsible for providing nurseries and thus there was, and still is, great discrepancy in standards and provision.

Just how many parents will actually have to pay the new rates will depend on how committed their local authorities are to nurseries and to what extent they are prepared to subsidize parental contributions.

The new proposals will improve the quality of what few nurseries there are, as money will be provided specifically for raising the centres with fully qualified personnel paid at national rates. A staffing ratio of one adult to four toddlers has also been specified.

At the moment there are only 180 nurseries in Holland which take between 5,000 and 6,000 children, usually up to the age of four, for six hours a day. Children after this age normally attend a non-compulsory infant school until the age of six. Play schools are far more popular with parents than nurseries: for every child who attends a nursery 44 attend one of the 2,500 play-schools. These, however, are even worse when it comes to government help: only 2,500 guilders a year regardless of size for each centre.

# COURSES

## A New B.Ed and B.Ed with Honours

(subject to final CNA approval)

The Faculty of Education, Human and Social Studies, which incorporates the former Battersea College of Education and the Annex of Beckenham College of Education, is offering this degree course in September for intending teachers in Primary schools (age range 3-11 years) and in Specialist teachers of Home Economics in Secondary Schools (Full time B.Ed., 3 years, or Honours 4 years. Part time B.Ed., Primary only, 4 years, Honours 5 years.

Enquiries welcomed from mature students (men and women over 22 years).

For further information, prospectus and application forms contact: The Admissions Officer (Ref. 503) Polytechnic of the South Bank, Borough Road, London SE1 8AA. Tel.: 01-228 0989. Or Course Director (Ref. K. E. Johnson) Ref. 503 Polytechnic of the South Bank, Manor House Site, 59 Clapham Common, Heath Site, London SW4 9JZ. Tel.: 01-220 2015.



## Diploma in Language and Reading Arts

Applications are invited from serving teachers for a one-year full-time or a two-year part-time course leading to the University of Sussex Diploma in Language and the Reading Arts. Applicants should have a Certificate in Education and at least five years' teaching experience.

The course outline relates to the main recommendations of the Bullock Report and attempts to implement recommendation 16 in offering an in-service opportunity in reading and various other aspects of teaching English.

Further details and application forms obtainable from the Registrar (R 192), Brighton Polytechnic, Moulsecomb, Brighton BN2 4GU.



# CAMBRIDGE INSTITUTE OF EDUCATION

WORLD OF ISLAM TEACHERS' WORKSHOP: 26/27 February 1977, Madingley Hall, Cambridge  
Organized in association with the University of London School of Oriental and African Studies, the workshop is designed to provide teachers with opportunities to review, prepare material, and acquire up to date knowledge relating to Islam. Previous knowledge of the subject is not essential.

WRITING HISTORY WORKSHOP: 18/20 March 1977, Bellon Weiden College, Essex  
Local history offers the teacher one of his major opportunities to explore in the classroom the skills and decision-making involved in the writing of history. The aim of this workshop is to promote the writing of history based on the study of evidence; part of the weekend will be spent in practical application of the techniques involved.

OYFUNCTION IN HIGHER LEVEL LANGUAGE DEVELOPMENT AND CONCEPT FORMATION: 28 March 1977, Cambridge Institute of Education  
The conference will consider papers leading from the definition of 'normal' linguistic and cognitive development to the demarcation of particular areas of dysfunction.

GAMES AND SIMULATIONS IN THE CLASSROOM: 15/17 April 1977, Bellon Weiden College  
The weekend is designed to provide an introduction to the techniques; a variety of games and simulations will be played and evaluated. Consideration will also be given to the issues related to building and adapting games, their management, their integration with other work, and their cost and time effectiveness.

THE CAMBRIDGE LATIN COURSE: 8/T May 1977, Madingley Hall, Cambridge  
The conference is designed for teachers who are about to start using the course or have limited experience of it. Among the subjects to be discussed will be the content of the Course, its linguistic scheme, language work, and teaching methods.  
Further details of all the above courses may be obtained from the Courses Officer, Cambridge Institute of Education, 47, The Quadrant, Cambridge CB2 2BQ (Telephone: Cambridge (0223) 69831). Please note that the closing date for the return of applications for the first three courses is MONDAY 31 JANUARY 1977.



# COURSES

## UNIVERSITY OF EXETER School of Education ADVANCED PROFESSIONAL STUDY

### Bachelor of Education in Advanced Studies

Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience. The course consists of one year full-time study with the completion of a dissertation by part-time study.

The following special fields of study are available:  
COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIATION AND SPECIAL EDUCATION and SOCIOLOGY OF EDUCATION.

### Diploma in Education (Music in Education)

Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Oarlington College of Arts and based at Oarlington.

Full details of Diploma and BEd courses are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

### Master of Education

Applications are invited from teachers with of least three years' teaching experience and with either a good honours degree or an Advanced Diploma at a high standard for one-year course in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

The School of Education also offers registration for the degrees by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard. Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Applications for Diploma, BEd or MEd courses who are LEA teachers are eligible for secondment on full salary, other teachers may be eligible for grants from Local Authorities.

## ROHAMPTON INSTITUTE OF HIGHER EDUCATION FROEBEL INSTITUTE

RIIE is a federal structure of four academic communities:  
Digby Stuart Froebel Institute Guildford, Whiteleaze

### MA (Ed) : PRIMARY EDUCATION

Applications are invited for admission to full-time (one calendar year) and part-time (two calendar years) courses leading to the degree of MA (Ed) of the University of London.  
The main areas of study will be child development and the primary school curriculum. The courses will be held at the Froebel Institute and will begin in September, 1977.  
Applicants should either possess a satisfactory first degree in Education, or be able to furnish evidence of high attainment and breadth of study in an advanced diploma whose components are relevant to the Master's degree.

### DIPLOMA IN EDUCATION

(With special reference to children up to the age of 13 years)  
Applications are invited from serving teachers for admission to this one-year, full-time course which leads to the award of Diploma by the University of London. It is designed as preparation for posts of further responsibility.  
The course has previously emphasized the primary and middle school range but is now extended to meet the special needs of those considering advisory work in pre-school education.  
Teachers serving under a local education authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.  
Full particulars and application forms for above courses may be obtained from: The Registrar, Froebel Institute, Roehampton Lane, London SW15 5PJ.

## THE COLLEGE OF PRECEPTORS YORKSHIRE AND HUMBER EDUCATIVE ONE-DAY SEMINARS at the UNIVERSITY OF YORK

"MUSIC IN SCHOOLS" with AVRIEL DANKWORTH on Saturday, 24th February, 1977, 10.00-17.00 hours.  
"SCHOOL ADMINISTRATION & ORGANISATION" with GEOFFREY BARRELL on Saturday, 24th February, 1977, 10.00-17.00 hours.

Further details from the Secretary: KEITH A. MEDDON, I.C.P. Dip. Ed., 68 Stockingdale, South Kyrby, PONTEFRAC, West Yorkshire WF9 3DN

# LETTERS

## Waste of time, money and hope

Sir.—With so many unemployed teachers seeking posts and about 40,000 students shortly hoping to enter the market, we face a situation in which applicants for out-of-date vacant posts. Last year we read stories of ordinary Scale 1 posts attracting hundreds of applications, and of individual students making countless applications without even going to a single interview (and often without the courtesy of a reply).

As a college leaver last year who made more than 50 applications before obtaining a post, I wish to draw attention to certain defects in the present procedure of advertisement and filling vacant posts, defects which are multiplied in their effect by the present employment situation. As the main vehicle for the advertisement of posts, the pages of TES would seem an appropriate place to air these criticisms.

If I outline the problems which I, as a fairly typical applicant, faced this time last year, certain quite unnecessary difficulties will be obvious. The first step in the process is to scan the appropriate columns of the TES classified section to find posts whose job descriptions seem appropriate to one's training and to send a stamped questionnaire envelope for further details and an application form.

Even this move is not as straightforward as it seems because the specifications given in the original advertisement are often so inadequate that one only discovers the true nature of the post after having written to the school and perused the further details. This first step, then, takes a week and so stamps.

Then the application form (which format differs with each authority but most share the shortcomings of the "less design") is filled in and returned. This is sometimes the last one ever hears of the application, but if a reply does come it may take, in my experience, anything between four days and three months to arrive.

Meanwhile the unfavourable situation regarding that there will be numerous competitors for each post, repeats this process as often as time, postage and the number of suitable advertisements allow, simultaneously undertaking final examinations and teaching practice, and on the time never knowing whether September will see him seeking five-year-olds in Oldham, 10-year-olds in Swindon, or joining the dots queue in his home town.

Certain measures which would increase the efficiency of the whole procedure and avoid creating unnecessary numbers, are obvious. First, the multiplicity of application forms should be replaced by one

standardised form (or a series of forms, one for each category of post). These forms should be available in colleges, schools and LEA offices. This simple measure would save at least four days and 13p (multiplied by the number of applicants) for each post advertised.

Second, while it is understandable that schools and LEAs do not wish, especially when faced with cuts in spending, to send hundreds of "I regret to inform you" letters at 6p a time, there are alternatives to simply dispensing with this courtesy altogether.

If the original advertisements stated that "successful" applicants will hear by . . . then at least the waiting would not be interminable.

## Way out for the bad . . .

Sir.—The imminent closure of many colleges of education and the recommendations made by the DES to improve standards must be greeted with approval by many teachers. There has long been dissatisfaction expressed by students and teachers about the low standards operating in many, if not all, colleges.

In my school we supervise students from various colleges, and while we are generally impressed by the quality, if not the education, of many of them, we do, occasionally, meet those whose academic and professional competence is extremely low, but who, nevertheless obtain their certificates and are let loose upon unsuspecting schools.

Our ex-pupils attending training courses in colleges in various parts of the country appear to be ignorant in their comments that they

worked harder and at a higher academic standard for A level examinations than they for their teaching certificate. How colleges justify their assumption that they are institutes of "high education"?

I know that college closures mean many private suffering displaced college staff, but the future of education in our schools depends on the quality of the teacher-education. It is time that universities and technical colleges accepted responsibility for the education of all teachers, and that schools of education where they would be subject to rigorous domestic discipline.

JAMES A. MUSTY,  
Cunliffe High School,  
Sniffron Walden, Essex.

## . . . way back for the good

Sir.—It would seem apparent, in the present economic climate, that the expected cuts in the role support grant next April will once again reduce the chances for a newly qualified teacher obtaining a post.

Many teachers are forced to find jobs outside the teaching profession or are even reduced to claiming dole money. The more fortunate who do not find themselves teaching another subject or in a primary school in spite of their secondary training.

The unfortunate majority who have to be satisfied with a job outside teaching, at least for the coming two, three or maybe four years, are faced with the prospect of reduced pay and being required to complete a revolutionary year on Scale 1 salary when they eventually enter the profession.

I would suggest that the system be altered to give them greater incentive to return to teaching. Excellent teachers are likely to be making a contribution to the educational system.

Teachers with an average 50% low average pass at Certificate should do a probationary year at Scale 1 salary. Those with an average pass at Certificate (but a pass at BEd) should receive a 50% salary and those who have at least 60% should start on a Scale 1 salary and not be required to do a probationary year.

This seems to me a good way of salvaging some potentially good class teachers.

T. R. CLARKE,  
Borough Road College,  
Luton.

## In praise of the CEE

Sir.—As parent of a daughter who after being discouraged by a U in O level English language, successfully completed a CEE course in English I would like to say that I am in full agreement with the sixth formers of Burnt Mill School (December 17) that the CEE should be recognized as quickly as possible.

A traditionalist by nature, I was not easily persuaded that a CEE course would suit my daughter's needs. I realized, though, as the course proceeded how truly educational in the fullest and widest sense it was. Works by Shakespeare and Bernard Shaw, novels by the Brontës and poems by Wilfred Owen were all studied so that the wonderful world of English literature was opened up for her.

She has come to love the subject so much that she is now studying A level English, staying on in the sixth form of Bournemouth School for an extra year.

MILES LEONARD  
87 Crispwood Lane, Lancing, Sussex.

Letters for publication should arrive by Tuesday morning of the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

## Teaching in AUSTRIA

The Central Bureau for Educational Visits & Exchanges is responsible for the recruitment of qualified teachers for a number of posts in secondary schools in Austria for the academic year 1977-1978.

Applicants should be aged over 30, British nationals with fluent German and good secondary teaching experience, ready to contribute fully to the requirements of a different teaching environment and to enhance the development of their own teaching skills. Salary AS 12,365 per month.

Further details and application forms from the Central Bureau (Dept UAR),

England: 43 Dorset Street, London W1H 3FN.  
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 4HD.  
Northern Ireland: Department of Education, Rathgaol House, Balloo Road, Bangor, Co Down.

# LETTERS

## MOT tests for teachers?

Sir.—Reading T. A. Marshall's letter on teachers keeping up to date with educational news (December 17) reminded me of an idea of a teacher at a school I visited earlier this year. The teacher felt it would be wise if all teachers were periodically tested (say, every few years) on such matters as curriculum change, new methods of teaching, recent educational theories and so forth.

The argument for such a test would be that in a profession such as teaching, it is so easy to remain static, in terms of method and in-depth knowledge, that a regular test of education. The situation would be analogous to that of a doctor who had left medical school 10 years ago and had not kept up to date on new theories of disease, new methods of treatment, new drugs and so on.

How would you feel being the patient of a doctor who used out

of date treatment or who did not know of the possible benefits of a new line of treatment?

I am not saying that every new theory or method is better or as good as the old style or "traditional" method, only that it would be advantageous for teachers to be kept up to date on such matters and theories.

It would be naive to assume that "refresher" courses and refresher tests would necessarily alter a teacher's method (indeed, the method may be all right and need not alter). Nevertheless, such courses and tests would give teachers a greater insight into the theories and methods of education.

GEORGE P. COLE,  
Bingley College of Education,  
W. Yorkshire.

## Why should parents suffer?

Sir.—The article "Suckers for students" by Mr Bruce Cooper (December 24) is in many respects a distorted outlook on student finance.

I am a first year student whose grant is made up of £350 of government money and £525 of parental contribution. I neither drink habitually nor smoke. I do not have a car or a colour television.

I can break up my finances as follows: £430 on hall fees, £80 on books, £25 travelling expenses. This leaves about £245 to cover lodgings and food for my 25 weeks vacation, and for my 25 weeks vacation, stationery, clothes and other personal items.

Few of my fellow students own cars. Those who do are, in the main, firm supporters of or have worked for several years before attending university. None of my acquaintances own a colour television either.

My parents have made many sacrifices to send me to university. They do not subsidise my grant

other than by the £525 parents' contribution. Through careful management I live on my grant, subsidising it with vocational earnings and going without holidays.

I agree entirely with the Swedish system. Why should my parents suffer because I want to have an education? They pay enough tax to cover my grant and fees anyway.

Reorganization of the grant system is needed and quickly too. The pressure put on a student's family through the grant system is unfair and unjustified and should be removed without increasing taxation. The money is there already to do it.

Tighter control on administration and such like would make more money available. An interest free loan system reduces parental obligation. It would also reduce the number of students who go to university to waste away three years.

DIANE HORTON  
Denise Bellamy Hall,  
Latteridge Lane, Bedford 7.

## Treed—by those English

Sir.—I wonder if any of your readers have any comment to make about the final question in the Use of English paper for the most recent First Certificate in English for foreign students set by the Cambridge Board of Examiners.

Students were asked to write a brief composition—about 200 words—based on a family tree. The tree was the only guide. Many European and non-European students had never seen a family tree and did not understand the symbols it contained. Do your readers think it fair that students of English from all over the world should be expected to understand the British convention of a family tree? We feel that many

British students, of the same educational level as ourselves, could not answer this question.

It seems to us that the Cambridge Board of Examiners have taken advantage of their monopoly position in this field to set an examination which is not professionally respectable. If they are prepared to receive employment from us, the world's foreign students of English (we bring more than £100m a year to your country), do not your readers think it is just that their examinations should be fair?

THOMAS DENZLER,  
Schönenstrasse 8, 8803 Rüschlikon,  
Switzerland.

# SPECIAL ANNOUNCEMENTS

## Edward de Bono and THE COGNITIVE RESEARCH TRUST

would like to hear from twenty teachers who have the time and interest to help, in a voluntary capacity, in the pioneering research that is being done in the development of "thinking" as a full curriculum subject in both primary and secondary schools.

Applicants should write to The Cognitive Research Trust, 11 Warkworth Street, Cambridge, with details of their experience and especially their areas of interest.

## Injustices in UCCA system

Sir.—Although universities and their departments compete with each other in their efforts to select and admit the best students, it is not a great calamity for any one of them if a particular student goes elsewhere.

It is quite the reverse for the applicants. Selection by any one of an applicant's list of five universities or departments is a matter of considerable importance for him, particularly if most, or all, of the five reject him. The UCCA system has many merits, which are appreciated by the several parties concerned, but there is one aspect of it which can offer a grave disadvantage to the candidate—the disclosure on the form of the nature of his other applications.

Why should there be this one-sided laying of cards on the table? One hears of certain university departments which consider only those applications which place themselves as first choice. Such a policy may not be known to the applicant—or even publicly admitted by the department—yet may mean a waste of one of his choices.

A department may look askance at a student's application—two medical schools and three dental, or some similar mixture on the arts side containing one difficult and one less difficult entry option. The mixture may be taken to indicate indecision, lack of dedication and commitment, or even lack of adequate thought. All sorts of motives may be assigned to the applicant's action, which may actually reflect a very sound appraisal of his situation.

There are doubtless other ways in which disclosure of details of other applications can work against an applicant's interests. I believe this situation to be quite wrong.

My suggestion is that the UCCA form should be judged on its merits and not on circumstances surrounding it, such as other applications. It might be fair for an admissions tutor, with the candidate at interview before him, to ask about other applications, though I think such questions might well be considered the kind which an applicant might rightly decline to answer. It should be up to each university and department to make its own judgment on such evidence—O level results, testimonials, application and interview—as it has, as though it were the only one concerned.

Privacy of other applications could easily be achieved. The section of the UCCA form where an applicant now lists choices of courses should be removed. Instead, the applicant should enter such details on five identical gummed labels. The UCCA office would attach one of these to each copy of the application which it sends out to the five universities named, each label naming one only.

The year in which applicants will have to bear some, if not all, of the expense of the UCCA system might well be the year in which an aspect of unfairness to them was eliminated.

C. B. SPURGIN,  
Senior science master and careers master,  
Wolverhampton Grammar School.

## Mistaken impressions

Sir.—Your report of the Great Debate on education in East Grinstead (December 19) may have given readers the mistaken impression that the Effective Education Association is a Scientology-connected organization.

I would like to clarify the position of the association and its relationship with the Church of Scientology. The Effective Education Association is a Scientology-connected organization. I would like to clarify the position of the association and its relationship with the Church of Scientology. The Effective Education Association does not denote a personal religious commitment to Scientology. Children of Christians, Roman Catholics and Jews attend the association's courses.

If anyone requires further clarification regarding the association, I would be happy to supply it.  
JUDY GUY,  
Principal,  
Effective Education Association,  
East Grinstead Centre,  
Sussex.

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مكتبة الأصل



# COURSES

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For further details for the first course starting in September, 1977, please write to: Tutor in Charge (TESNAG), at the above address.

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19 July-23 August 1977

Concord College proposes to appoint a Director of the special intensive induction course described in the accompanying leaflet. The College will pay out-of-pocket expenses and a fee of £1,200, in return for which the Course Director will be asked to carry out the following duties:

- Preliminary work, preparation of syllabus, ordering of text books and other teaching material etc.
- Arranging, in conjunction with the Director and Principal of Concord College, the appointment of teaching staff for the course.
- A stay of one week at Concord College, Acton Burnell Hall, with the purpose of studying the specific needs of Concord students.
- Residence for two weeks in Selwyn with the purpose of studying points of contact and places to visit (probably in May or June).
- Residence at Altingham Park during the period of the course.
- Co-ordination of the writing of student reports.
- Preparation of a detailed report on the course, designed to secure improvements in a similar course to be held in the summer of 1978.

Enquiries and applications from suitably qualified persons, should be addressed to:  
The Principal, Concord College, Acton Burnell Hall, Acton Burnell, Stretwobury ST5 7PP.

## LOSEHILL HALL

Peak National Park Study Centre

### Courses for Teachers and Schools, 1977

Outdoor Studies Leadership (11-15 April) guidance on planning, management and safety factors involved in visits to areas such as the Peak District.  
Geography in the National Parks (18-22 April) in conjunction with the Schools Council Curriculum Project, Geography for the Young School Leaver.  
New Geography in the School Curriculum (10-14 October).  
National Park Studies for Schools—courses for 'A', 'O' and C.S.E. students (dates on request).  
Other courses include Caves and Mines; Minerals, Rocks and Fossils.

For further details of these and other courses write to Rata Towns, Principal, Losehill Hall, Gaisleth, Dorsetshire SO2 2WS; quoting reference: AFE.

## Sport

# Summit talks on mountaineering row

by Stanley Levenson

The argument over the Mountain Leadership Certificate, which flared up last September, could be settled before this month is out. A working party, composed of the two rival factions, is to meet shortly to try to find a solution.  
An issue is the future of the certificate issued after a course, a period of experience in the mountains and a final assessment. The Mountain Leadership Training Board wants to keep the certificate. The British Mountaineering Council wants it abolished.  
The BMC argument is that the certificate produces a false safety standard. Holders have the technical skills of mountain and hill climbing but, argues the BMC, may not have the experience to lead groups of youngsters into hazardous

regions. The logbook, which records the experience of the "leader", should be the test, says the BMC.  
Since last autumn's public disagreement both sides have been trying to find a compromise. A working group of the MLTB has come up with what seems to be only a variant of the certificate while the BMC wants the log book extended so that the leader's experience can be more accurately judged.  
Mr Dennis Gray, secretary of the BMC, said last week that his council wants a system which records experience before, during and after the training courses.  
At present a man or woman who obtained a certificate when the scheme began 12 years ago can still claim to be a mountain leader even if he or she has gained no additional experience. Mr Gray says

that even in cases involving climbing walls or spurs centred, the certificate can be wrongly construed.  
One of the problems in the present debate is that the MLTB-BMC discussions relate only to England and Wales. The BMC, ironically, finances the MLTB and whatever decision they come to will be more or less final. But the mountaineering arrangements in Scotland involve the Scottish Sports Council.  
It may, therefore, be some time before the whole matter is sorted out on a United Kingdom basis. Even so, any changes are not likely to operate before next January.  
Meanwhile, the negotiations go on, involving, among others, Everest, Chris Bonington and Lord Hunt, on the BMC side, and Sir Jack Loughead, chairman of the MLTB.

## Badminton champion on winning streak

Gillian Clark and Sally Leadbeater, utmost perennial rivals among younger badminton players, met for the second time in a major tournament final inside a month, and again Miss Clark was the winner.  
In December Miss Clark, of Ashford School, Kent, beat Miss Leadbeater (Glorious Ladies' College) in the schools under-15 title. Last week she confirmed this with a clear 11-3, 11-3 win in the under-15 section of the All England Junior Championships in Wimbledon. Miss Leadbeater was the defending champion.

In the boys' final Steven Wassell (Hampshire) beat Michael Cuttermore (Herts) 15-12, 15-6.  
There were comparisons in the doubles for both Miss Leadbeater and Cuttermore. They combined in the mixed to win the title 15-8, 15-5 against I. Teasdale (Hampshire) and K. Coates (Surrey) and also won their other doubles.  
Cuttermore and Alan Pater (Derby) beat the Essex pair, R. Ountersbridge and N. Surgeon, 6-15, 15-2, 15-8 and Miss Leadbeater and another Gloucester girl, S. Korallif, beat Yorkshire's Sally Dunning and Jayne Kilvington, the losing singles semi-finalists, 15-4, 8-15, 15-8.

## People

Professor Philip Taylor has been elected dean of the new faculty of education at Birmingham University. He was professor of education at the university's school of education, which has now been upgraded to full faculty status.  
Mrs Maggie Howles is joining the Volunteer Centre to expand and develop into education. Her brief is to build up a comprehensive picture of volunteer work in all aspects of school life, including welfare work, financial support, parent associations and management.  
Dr Michael Blaz, head of applied linguistics at Birkbeck College, London University, has been appointed honorary president of the Audio Visual Language Association for 1977.

## Schools

Mrs Sylvia M. Willis, head of history, Humberly Hall, Yorkshire, is to head of Wisley School, Haslemere, Surrey.  
Miss J. E. Dutton is to be the new head of Guildford High School for Girls.

## £1m for Welsh all-in schools

More than £500,000 is to be spent on converting four secondary schools in the Upper Cymon Valley, in Glamorgan, into comprehensive schools.  
Mr John Morris, Secretary of State for Wales, has given the go-ahead for Mid Glamorgan to establish two 11-18 and two 11-16 comprehensive schools with pupils from the five middle schools continuing their 16-plus education in the all-through schools. The allocation of £511,000 comes out of the special £2m programme announced for secondary reorganisation in Wales in August, 1975, and is to be spent between now and March, 1978.

## Carr is cyclo-cross favourite

Kovla Carr, of Sherburn School, Leeds, easy winner of the school boys' open cyclo-cross championships at Kirkby in November, is favourite to win the over-15 race in the English Schools' Cycling Association championships at Heverhill, Suffolk, tomorrow.  
Carr will once again be opposed by David Miller (Grove Comprehensive School, Newark), who was second in the Kirkby race. Local hopes are carried by Barry Bunnell, who goes to Nowmarket Upper School.  
Mr Eldo Taylor, the event organiser, says that with some of the boys as old as 19 it could be a

much closer race than in Kirkby, which had an age limit of 16.  
Andy Palmer (Highems Park School, Loughton, Essex) is expected to do well in the under-15 group, and two outstanding girls will be Shirley Robinson, the pursuit champion from Sir Charles Lucas School, Colchester, and Wendy Page, from Bungay School in Norfolk.  
The team race is likely to be a tussle between John Willmott School, Sutton Coldfield, one of the strongholds of school cyclo-cross, and Wreako Valley College, West Midlands.  
The course will be mainly in and around sub-stations of Heverhill's disused railway station.

# COURSES

## SHEFFIELD CITY POLYTECHNIC MSc in EDUCATION MANAGEMENT

Applications are invited for the new three-year part-time day release course starting in September, 1977. The integrating theme of the course is organizational effectiveness—its diagnosis and consequences for the formulation, determination and implementation of policy within the educational setting. It is envisaged that students will already hold senior positions in schools, colleges, universities, LEAs and other educational institutions, or they will be of such calibre that they will subsequently reach such positions.

Applications are also invited for the following established courses:

- MSc in EDUCATION MANAGEMENT** (one year full-time followed by one year part-time) focusing on the management of planned change.
- DIPLOMA IN EDUCATION MANAGEMENT** (one year full-time)
- DIPLOMA IN EDUCATION MANAGEMENT** (two years part-time day release) The Diploma course offers individuals an opportunity to develop their management interests and skills within a broad-based syllabus.

For full information and application forms please write to Geoffrey A. Winter, M.A., Admissions, Director (Education Management), Unit for In-Service Courses, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB.

## UNIVERSITY OF LONDON INSTITUTE OF EDUCATION DIPLOMA IN EDUCATIONAL ADMINISTRATION

Applications are invited for the course leading to the University of London Diploma in Educational Administration beginning in October 1977. This is a day-release course extending over two academic years: attendance at the Institute will generally be on Mondays over two evenings a week in the first year and on one day each week in the second year. The course is designed for officers of Local Education Authorities and other administrative agencies connected with the education service and includes the study of the school, college and other educational institutions. It will include the study of educational systems in the political, administrative and institutional settings, the organization, management and development of the school, college and other educational institutions, the analysis of work and the teacher/leader relationship. Each student will be required to undertake an individual study relevant to the field of administration in which he or she is working. Further details and application forms obtainable from the Registrar, University of London, 100 Brook Street, London W1A 2AA. Early application is advised, preferably by 15 March 1977.

# A decade of Plowden

'Children and their Primary Schools' was published ten years ago this week. Here Lady Plowden assesses the impact of the Plowden Report's central recommendations



Lady Plowden in 1968 with some of the subjects of her Report.

It is now 10 years since those of us who were members of the Central Advisory Council for Education (England), who had between 1963 and 1965 been considering "primary education in all its aspects and the transition to secondary education", were waiting for reactions to the published report. On the whole they were good, although there were cries of horror at some of our recommendations. In particular I remember the adverse reaction of teachers to such a modest suggestion as that there should be teachers' aides, and the fear that our recommendation of closer home/school relationships would lead to parent power in the schools.

We presented the report to Anthony Crosland, then Secretary of State for Education. Although it was debated by both Houses of Parliament it was never officially welcomed by any Government (in contrast to the Robbins report, officially accepted by the Government as soon as it came out).

For a few years after publication members of the council issued a yearly progress report on how far our recommendations had been implemented. These gave some indication of the matters to which we attached importance. In 1971, for instance, we noted that 117,000 copies of the report had been sold; that the idea of positive discrimination in educational priority areas was developing. We welcomed the announcement of the urban aid programmes, jointly administered through the Home Office, the Department of Education and Science, and the Ministry of Health. We noted a "significant breakthrough" for the under-fives, as one of the urban aid programmes gave priority to projects for nursery education and day nurseries; in addition the first large grant was given on a national basis to the Pre-school Playgroups Association, and a project was initiated by the Schools Council into the education of the pre-school child.

We were pleased by a statement made by the Secretary of State that the pupil/teacher ratio should be the same in primary and in lower forms of secondary schools, and that those graduates wishing to enter teaching must be trained before teaching in primary schools. We welcomed closer links between home and school, particularly in EPAs. We were cheered by the then proposed survey on literacy, and hoped it would be followed by one on numeracy.

We were concerned that no steps had been taken to legalize part-time entry for the under-fives, that the turnover of teachers, especially in the infant schools, was so high, and that there was no long-term plan for nursery expansion. We reiterated the necessity for an inquiry into teacher training, for national surveys of attainment, and for the continuing publication—and use by teachers—of objective tests.

Seven years later there have been more developments which I welcome. The White Paper Education: a Framework for Expansion emphasized nursery expansion and the value of voluntary effort, and made specific reference to playgroups. I welcome the remarkable growth of playgroups and the recognition of their value in the financial support given to them by both central and local government. James has reported on teacher training and Bullock on literacy. An inquiry is being undertaken by 60 HMIs in a representative sample of 530 primary schools. The National Foundation for Educational Research has recently finished a feasibility study on tests of attainment in mathematics in primary schools (NFER).

sponsored by the DES, and the DES assessment and performance unit, set up two years ago, is trying to identify the key forms of pupils' development underlying the curriculum, and will then hope to develop methods of assessing the performance of pupils in each of these areas. Although the cessation of EPA activity research is to be deplored, the disadvantaged unit in the DES will, I hope, produce useful information based on what is taking place and encourage new thinking. In addition the NFER is considering a two-year inquiry into the place of all the non-3R ingredients in this primary curriculum, "the kind of thing the Plowden report did in its way" (The Times, March 5, 1976). And another interesting piece of research has just been announced—the Oxford Educational Research Group, which under the chairmanship of Professor Jerome Bruner will investigate all aspects of education in Oxfordshire.

All this is in line with our recommendations, and is positive and encouraging. There has, of course, been criticism—Perspectives on Plowden from R. S. Peters, Acland's article in New Society on the failure of the EPA philosophy and, best known of all, the Black Papers. Perhaps those critics who equate "Plowden" with "progressiveness" in a pejorative sense and "progressiveness" with "the wild west of the left" (as The Times wrote recently), will look back at our recommendations and refresh themselves as to what we actually suggested.

The Black Papers seem to fall to accept that the good practice we observed, described and encouraged was the result of a steady evolution of methods of teaching which had started in the infant schools in the early years of the century and in their present form were the creation of practising teachers in the 1930s, dissatisfied with the more formal methods. (It is perhaps worth remembering that the Code of 1862 stated that the "strain of preparing children of six to pass into Standard I reacted on the teaching of children under that age.") Contrast this with the 1975 Black Paper's demand that national minimum standards should be established, and that the

"seven-plus examination should cover literacy and numeracy and children should be expected to pass such a test before they proceed to the junior school". Last year there were two events which were used as ammunition by critics: Neville Bennett's research and the happenings at William Tyndale school. For the first, Dr Bennett himself wrote: "It would be a pity if our findings were used as ammunition by either side in the continuing controversy about methods." For the second, perhaps it is relevant to remember that schools in difficulties have always been with us. In the survey of all primary schools done by HMIs in 1964-65, 28 schools (out of approximately 20,000) were categorized as "a bad school where children suffer from laziness, indifference, gross incompetence, or unkindness on the part of the staff".

In addition, there has been the common sense questioning by the Prime Minister in his speech at Ruskin College, voicing views—shared by others—about standards of attainment of school-leavers.

I am concerned that the evolution in thinking about the learning ways of children, which our report encouraged and which has drawn knowledgeable visitors to our best primary schools from all over the world, may have slowed down, or at any rate seems to be more under attack at present. The doubters seem to believe that the approaches which we recommended have failed, or that they are not relevant today. There seems unfortunately to be a growing polarization between those who believe in traditional methods, instead of a continuing and constructive dialogue between the two.

There are, I believe, two reasons for this doubt. The first is the shortage during the last decade of teachers with experience. Responsibility must lie to some extent with the extraordinary expansion of teacher training which took place in the 1960s. Between 1960 and 1965 the colleges had been expanded in a programme which more than doubled the number of places for teachers in training. In 1968 there were 30,000

places. In 1965 it was over 70,000 and approached over 80,000 in 1966-67 (CAC report 1966, table 18, paragraph 888).

But the total primary teaching force at that time was only 140,000. Out of every 100 teachers who entered teaching, only 47 were still in the schools after three years' service. (It is worth noting that in Dr Bennett's survey the most effective teacher was informal and experienced.) The expansion of student numbers in colleges meant, of course, an expansion of college staff—the emphasis being on graduate staff, of whom there was an acute shortage of those with experience of primary schools. Not at all a happy situation: it placed the colleges in the most difficult position, only beaten by the worse position in which they have been placed by their rapid amalgamation and closure.

The second reason for the slowing down of progress is very different. The 1960s were the time of the affluent society for the many, with a minority of the population being left behind. We were working to encourage the liberation of primary education already taking place. We believed this children in the schools would grow up in a world "likely to be richer than now, with even more choice of goods, with tastes dominated by majorities and with more leisure for all" (leisure by choice and not by unemployment).

Today the climate of thinking has changed. The vision of riches has been replaced by a growing understanding of the need of the country to pay its way and earn a living in a hard economic climate. Even some academics have recognized the vital importance of industry. We are increasingly aware that many of our problems are technological. How can we pay our way in the world? How can we make motor cars, television sets, refrigerators and so on, competitively in a way that is also tolerable in terms that make them? How can we solve the problems of pollution and destruction caused by cars and the industrial processes demanded in the production of the goods we want?

Continued on next page



# Filthy fish and chips

Leila Berg recalls the hostile reception given to the Nippers series a decade ago

At the beginning of 1967—still before the Plowden report—when I had collected some stories by other writers too, we sent out "dummies" (no pictures, no covers) to 20 schools all over the country, asking for reports from both the staff and the children.

They were stories made from perfectly ordinary working class ingredients. But the first reports that came back were scandalized, and vehement. The heads and teachers said that such subjects should not be mentioned. They also said that such subjects did not exist. They said children did not play on bomb sites or dumps; there were no bomb sites or dumps; they had all been built over long ago. All children played in parks or pleasant play areas. No children played in old cars. All homes had hot and cold water and proper bathrooms. And nobody used tin baths.

These remarks were made by heads and teachers, who actually taught in areas where the children always played in the local dump and in the old cars, and had homes without hot water, and used tin baths; they made them hostilely. They were also made by progressive university educationists who quite omniably asked: "But does any child play on a bomb site or a rubbish dump now? Have children of today ever seen tin baths?"

Two stories in particular—*Fish and Chips for Supper* and *Going to Bed*, both of them light hearted and very charming and not at all bleak—sent them into a frenzy. They said they were "atmospheric" and "ridiculous" and "silly" (They used this last adjective frequently in English fashion, to express moral outrage.) Both of these stories found someone in bed. One was focused on the bed, refusing to get up and go to school and mending things up for everyone else, and ended with the irate mother pulling sheets off him. The other had two sad children, boy and girl, who slept in a same bed. I had a strong impression at the time that a head could only figure a school reader if it was unhabited by human beings (or teddy or a rabbit or gnome; might have been all right).

As for the first story I became aware for the first time that fish and chips were merely the phrase—a symbol almost equivalent to gin. Also, they instantly talked angrily about fish and chips, apparently leaping to the conclusion that the people who spoke and behaved as if they could only be eating fish and chips had been cooked in a fish-and-chips shop (equivalent to a Victorian gin palace, which was immoral, whereas champagne who spoke and behaved differently had slipped out of schools or dinner time in home (although I had never said that at the chippy down the road, like relaxed with Hollandaise sauce, which was mad how did it happen that people who problems an issue, let alone such a passion on food values were thrown into such a rage at the thought that their children ally they were sure came from a fish-and-chip shop) represent feckless lazy parents and body-building. (In fact, only a against hard working puritanism minority would regard that peak; most chers? Or did it remind them of a number of children who were at that time

## Nippers Leila Berg Fish and Chips for Supper



small boy, age about three, who had got "filthy dirty" playing in the dump, having a bath in the tin bath in front of the fire, then joining his sister in bed when he is "clean as a daisy", also caused a great deal of anger. The phrase "filthy dirty" was vehemently attacked for some reason which I have never fathomed—perhaps because by teachers' logic, which I gradually learned, to say a child is "filthy dirty" means you are telling him he is filthy dirty; though I had a feeling it was something to do with the grammar of the idiom and tin baths, they said, did not exist. Nothing was actually written down by them about this little boy and girl sharing a bed, but the number of "silly" hurled about like grenades seemed to say it was too shocking to bring into the open.

Many of them castigated me for bringing "swearing" into infant schools. I was perplexed. I ferreted into this, and discovered they meant one child saying to another child "shut up".

"Cheeky children do not need to be encouraged", they said. This meant they did not like to see children's normal conversation with one another reproduced in print. As in adult books, the characters in Nippers talk in the way they would really talk. Children talk like children, East End fathers talk like East End fathers, teachers talk like teachers. This made the teachers say the stories were illiterate, and ugly, "like comics".

They were very angry with another story—*Jill Borin's Saturday Morning*. They were already angry because the boy in it played in the local dump, called the De-bee (the local name in the district where Jill Borin taught), where he usually found treasure—a magnet, or an old car, or an ant's nest; dumps they said, repeatedly, did not exist, whatever the children called them. But what made them even more angry was that he liked to feel the mite in the back of his legs

when he ran up the 10 flights of stairs to his flat, and the ache in the front of them when he ran down. They felt he had no right to this self-awareness and interest which they called "disgusting" and "silly".

Now a baby, a child, is in constant touch with himself. A baby, boy or girl, used to being without nappies, will happily discover genitals, as earlier he discovered fingers, and pull them about with pleasure and delight. His mouth eagerly, his nose gravely, is constantly in touch with everything, savouring it. Look at Christy, this child who happens to be standing near me as I write. At four-and-a-half, he drains his nose, and swiftly wipes his mouth with the whole of the back of his arm from shoulder to fingertip. An adult would daintily touch her lips with a handkerchief, probably using only one deprecating finger, and that draped. A small child is not afraid of his body, but delights in it and is in touch with it. We are afraid. A teacher is afraid of the ache in the leg, or afraid of pleasure in the body, and has forgotten that both the ache and the pleasure are the same thing—awareness.

I remember once I was among a crowd of 16-year-old boys, one of whom had started to rough his hair, which led to mass barracking and harsing around and mock fighting and mock straggling, in which some of the boys' own saliva dripped on to his jacket. Shouting now louder than ever, he touched it with his comb—and suddenly he was making clumsy stranded patterns over his body in rapt absorption, silently lost in beauty, like a two-year-old. Of course, a teacher then stepped in, yelled "What the hell d'you think you're doing!" and gave him a blow on the face that knocked him across the room.

But to return to these stories: these teachers were unanimous that the stories were "in very bad taste" (unlike Janet

and John, Janet and John's introductory book specifically claims that "the subject matter fits the child's experience and psychological development and is always in good taste"); equally strongly they said the children agreed with them completely and were "shocked" to hear the teachers read such stories, and to hear such things (which anyway did not exist mentioned).

When the rest of the reports from schools came in some time later—three times as many as the first batch; the angry ones, of course, rushed to the attack—we were relieved to see that they said the opposite: that at last someone was writing stories about what was really happening, about situations the children recognized instantly, and furthermore was writing in a style that was "vivid", "vigorously imaginative" and "poetic"; and, equally emphatically, that the children loved them.

Out of curiosity I checked the notes, wondering if it was in working class or middle class ones that heads were hostile—and found that hostile heads covered similar districts to enthusiastic heads, sometimes even adjacent and slightly overlapping districts. It was a matter of the personality of the head, rather than social area.

What appalled me and angered me was, first, that the first heads were actually invalidating the children's real experience. And who was even worse, far, for worse, they were training the children (who they said "were shocked") to invalidate it too. This was like the teacher who told the children which books they "wanted". You cannot train children to deny the truth about themselves, and then expect them to enjoy books. For that is the subject of books.

This is an extract from Leila Berg's *Reading and Loving*, published this week by Routledge & Kegan Paul (£1.20).

Continued from previous page

These are some of the massive problems with which today's children as adults will have to cope, and for the solution of which some of them will be directly responsible. It is this realization of a tougher world which has contributed to the fear that "progressive" methods may be too soft. I would deny this. Looking back, however, I believe we did not stress sufficiently the urgency of children not only being literate and numerate but also being technologically literate, and the need for the interest of children to be positively aroused in technology.

It is not sufficient that children should be able to write poems and paint pictures, and show their concern about the problems of which they are already aware; they must eventually be able to try to solve these and other problems. I must stress that the same ways of learning apply to all fields: to technology as well as the basic skills and the creative arts. They apply to secondary as well as to primary pupils.

What of the future? I am hopeful. The decline in the birth rate and, I believe, the Houghton award have halted the rapid turnover of teachers. Those we shall now have in the schools will have more experience of children, their differences, the way they learn and of what they are capable. They will recognize, as the best have always done, that there is a need for the discipline of the project or subject to be accepted by the child. They will act in accordance with the final sentence in paragraph 530 of the report, "When understanding has been achieved, consolidation should follow. At this stage children profit from various types of practice devised by their teachers and from direct instruction".

They will recognize that it is as absurd

for the "progressive" teacher to feel guilty about children knowing the multiplication tables as it would be to feel guilty about them knowing the right order of the letters of the alphabet. There is ample evidence of the quality of work produced by children in individual schools and many areas to show what can be achieved by experienced teachers who understand the theory and the practice of what they are doing.

There are increasingly more men in primary schools (a third male infant head has just been appointed in ILEA); men tend to have a more spontaneous interest in technology and are thus more likely to awaken it in children. They may well relate mathematics more easily to the concrete, and develop from there. The students going into teaching are better qualified. Various research projects will show the strengths which must be developed and the weaknesses to be remedied. It is being slowly accepted that parents must be partners to the schools, and that schools have a responsibility not only to the children but to their parents, and to the wider community of which they form a part. Mrs Williams's regional conferences bear witness to this.

Now that both the Prime Minister and Dr Boyson have called for a searching look at what is taking place in schools, perhaps the danger of "retrograde" versus "progressive" becoming a party political matter will recede. Yet it is hope that the use of these labels will also diminish, so that teachers can go ahead with their job, that of seeing that the children learn in the way most suitable both for them as the children they are and as the adults they will be. This must remain a process of continuing evolution.

Next week: A. H. Halsey on the fate of the concept of positive discrimination.

# Back street mothering

The National Children's Centre in Huddersfield has become a focus for the education and support of local child minders. Jonathan Croall reports

Winnie Trew has 12 children—apart from two that died. But that is just her own family. As a childminder she has been a substitute mother to countless pre-school children since she came to Huddersfield from Jamaica 14 years ago. At present she has five children in her care, though in the holidays it can be as many as 20. Now she is threatening, as she has before, to give it all up as a bad job.

Fortunately, she is not as isolated as she was a couple of years ago. Along with 60 or so other minders in the town, she is linked into the support network of the National Children's Centre. Once a week she is picked up by minibus and taken across the hills of Huddersfield to the decaying suburb of Longroyd Bridge. There, in what was to be a social centre for bus drivers and conductors, she joins with other minders in discussions about play and child development led by the staff of the centre, while her current clutch of children get a much-needed play session in an adjoining room.

The centre, now approaching its second birthday, forms one strand of the National Educational Research and Development Trust, set up by Brian Jackson, after his departure from the Advisory Centre for Education, with the aim of pinpointing why so many children fail to realize their potential at school.

The trust concentrates on intervening in the lives of families suffering the extremes of social deprivation. In particular, it tries to support and encourage that still-neglected "twilight" group, the childminders, whose influence on the children of working mothers is only gradually being recognized and acted upon.

Nationally, more children are looked after by minders, registered and unregistered, than by all nursery schools, play

groups and day nurseries put together—a recent estimate put the number at well over a million. Though this kind of statistic—as well as some grisly evidence about the highly eroded quality of cars provided—has been in the public domain for some while, it is only in the last couple of years that certain local authorities have activated small projects concerned with the education and training of minders.

Now the BBC has joined in. This week they have started screening *Other People's Children*, a series of nineteen programmes going out three times weekly, designed specifically for minders, and offering them advice, help and encouragement in the privacy of their own homes. The series—put together after prompting by Brian Jackson—could well bring childminding the kind of national attention which the *On the Move* programme brought to adult literacy. (Last week the Trust was granted £10,000 by the Social Science Research Council to monitor the impact of the BBC series.) Yet it could also increase the isolation of minders, particularly the unregistered, if it is not backed up at local level by the resourceful and imaginative types of service provided in Huddersfield.

Aptly enough, for a group seeking to break down the barriers between local government services, the centre's 17 staff work from a building that, quite literally, straddles the River Colne, a narrow stretch of water moving unidirectionally through the wool mills and immigrant communities of Longroyd Bridge.

When the transport workers for whom the building was designed appeared none too keen on dancing with each other after leaving their buses in the adjoining garage, the social centres was taken over by the polytechnic, which subsequently offered the premises to the trust. (At one time Harold Wilson's old school, floor swimming pool, was a possible alternative; it was not pursued because of its huge size and inaccessibility.)

The bus garage is still there, as are the austere offices of the West Yorkshire Passenger Transport Executive, who share the building with the trust. Workers

clocking in and off enjoy an uninterrupted flow of municipal duty rosters, or severe notices demanding: "Are You Neat and Tidy? Cap Brushed? Buttons Closed?" But stop through to the centre, and the walls are washed with children's paintings, the space crumpled with play equipment, materials, prams, clothing, books, boxes of toilet paper or washing powder, posters and leaflets about child care or home safety.

Hazel Wigmore, director of the centre since the beginning, sees its do-it-yourself appearance as an asset: "It looks poorly equipped, but that attracts the mothers, who see it as being worse off than their own homes. They don't say: 'Oh, they've got everything here, that's not for me.' And though mothers come in for a variety of purposes—some for literacy tuition, the Chinese and Pakistanis for English lessons—the focus of the work is on raising standards of childminding.

In an average week the centre is in contact with 54 registered and 10 unregistered minders. They come in to participate in the courses on the needs of pre-school children, to borrow books or toys from the centre's library, or make use of the bulk-buying and equipment loan services. The workers who man the centre's playgroup take their children off their hands for a while; though minders on a course are encouraged to drop in to the play sessions, to see whether the ideas they have been discussing make sense with their own children.

"It's lovely for the children, but it also gives you a place to meet other minders", says Cynthia Hall, who's been a minder for 12 years. "I used to feel used to come in and look at your fire-thing wrong." It is this kind of isolation, many minders have about their job, which recent innovations in the setting up of a district groups, now numbering 10, which meet in youth clubs, community centres, schools or children's homes.

Each group has a nucleus of registered

minders, most of whom have had through a course at the centre. But the groups also attract and welcome the unregistered minders, who are understandably more reluctant to come into the open. "The mums start comparing notes", says Hazel Wigmore. "Someone says: 'Waiting for your certificate, are you?' to the unregistered minder, who feels she has in say yes. So then she registers." The informality of these groups has also helped to attract non-minder mothers, referred by welfare agencies because of problems in the family.

This flexibility and mutual support service, made easier since the acquisition of the minibus, can perhaps respond more personally and immediately to the needs of the minders and their children than the larger and inevitably more bureaucratic services. I went with Hazel Wigmore on an unplanned visit to Winnie Trew's house in the Birky area of Huddersfield. With us were Beverly Johnson and Christine Prentice, two recent school leavers attached to the centre through the job creation programme.

Though not expected, we were warmly straight in. The hack sliding door was warm, crumpled and dilapidated, though the wallpaper was new. A baby lay asleep in one corner of a sofa; two small boys sat, totally without expression or movement, at the other end. A girl of three, the only white child, wandered round the centre table without shoes, socks or top. Her husband spoke of the frustration of having so many children under foot. "I couldn't hardly breathe, man", he said wryly. When he needed what space there was to decorate the room, the toys provided by the centre remained put away.

As she talked, Winnie woke the baby with a firm rub down the side of his face; skillfully changed his nappy on her lap; and thrust a bottle of heated milk into his unwilling mouth. Though her technique might not find favour with those reared on Dr Spock, it was certainly not unkind, and involved plenty of physical contact.

The two boys remained unresponsive until she efforts to get a word, or even an emotion, out of them. Only recently put into Winnie's care, they showed all the signs of "pseudo-autism" noticeable in child-referring to the social services department.



Winnie Trew's house in the Birky area of Huddersfield.

ren left during the day with sleeping adults, who themselves need to work at night. Huddersfield has its share of mothers doing night shifts—in children's homes, hospitals, not old people's homes—with a disproportionate number from Asian and West Indian families.

We listened to Winnie's troubles: heard about the mothers who "forget" to pay, who drop their children in before breakfast and do not return until 10 p.m.—or even a day or two later. Though Winnie is depressed, she is not giving up yet.

Yet, as Hazel Wigmore points out, if it was not for her Sean would have gone into care. "Conditions in a home can be much worse than this. Now at least Sean has a chance, and he is back with his father. This may be bad educationally, not what we would ideally desire, but it is all we have got. Winnie's the right person, because she has got a lot of love for the children."

After an hour we leave, while the two teenage girls remain behind to play with the children. Only last summer both were at Delgaton Comprehensive, one of half a dozen schools which, alone or in conjunction with the centre, run community education courses for the fourth and fifth years. There is a lot of emphasis on preparation for parenthood, a status some of the older girls will be achieving all too soon.

"Kids become mums earlier around here", says Dainton's head, Jeff Burns, whose school serves a vast council estate in an EPA area. "The course gives them a good grounding for going on to work in child care later. And some of the toughest lads, who have never been through the play stage, work very well with the children."

Dave Townsend, a PE teacher who spends one day a week with the course, would like to see more time being made available: "You send kids out to playgroups, or to work with old people, and yet you never have time to visit them." It is here that the centre, free from timetable pressures, can provide time and people for what they see as a crucial



Winnie Trew's house in the Birky area of Huddersfield.

opportunity to effect future patterns of child rearing.

Students from the schools are encouraged to work with children alongside the more experienced play leaders, both in the playgroup at the centre and those attached to district groups. But perhaps the crux of the course comes in the discussions on adult methods of dealing with children. The centre staff try to show the teenagers they can learn through which others have had to find out later through bitter experience.

"We catch them at an age when they're anyway very critical of their parents", Hazel Wigmore emphasizes. "We play out with them some adults' ways of coping with their children, and they see straight away where it goes wrong. They probably hadn't thought about it before; but soon they're telling us of examples from their own experience."

The centre is less happy than some teachers about the idea of moving on to

a CSE in child care, feeling that those most in need of the course are precisely those most alienated by examinations. They argue that many who have failed academically have grown in stature through working on the community ventures, and that their increased confidence will ultimately allow their children to get a better start in life.

The centre's independent status has its drawbacks. Shortage of money can mean as much time spent on jumble sales as on the work with minders and children. In March 13 staff, employed through the blunt instrument of the job creation programme, may well have to leave, just when their developing skills could be put to good use. And the centre has not always seen eye to eye with the statutory services, though now there seems to be a lot of support for what they are doing.

"It's not the kind of activity that gets into my hair", says Ernest Butcher, director of education in Kirkstall. "What we can do at pre-school level is severely limited by money. The centre's work is very, very useful, and not the sort of thing we could have done. They've gone further with the childminding, exercises than almost anyone else in the country."

The trust is already starting similar centres in Nottingham and Manchester. It hopes the Huddersfield experiment will provide a model for others wanting to break away from the education/social services split which still bedevils pre-schooling. Paradoxically, there is perhaps more hope for such small-scale, relatively cheap, community-based projects getting off the ground at a time when the apparatus of more established forms of care has been curtailed.

The centre's commonsense, good neighbour approach could certainly do with a bit of spreading around. As Hazel Wigmore says: "If there's a problem, and no one else is doing anything about it, you can't help getting involved, even if it's nothing to do with you."

Cartoons by Larry are taken from the *Other People's Children*, the BBC television series.

مركز من الأصل



# A theory of theories

Kenneth Minogue on ideology

The Dialectic of Ideology and Technology. By Alvin W. Gouldner. London: Duckworth, 1976. Pp. 333. £3.95. 333 1975 7.

Towards the end of the French Revolution, a group of French philosophes managed to formulate a project that had long been central to the Enlightenment: the notion that human ideas, hitherto regarded as free of all constraints but those of logic and the stupidity of the thinker could be scientifically understood as being determined by the society of the thinker. "The brain secretes thought", Cabanis wrote in a slogan that was to have a brilliant career in the nineteenth century, "as the liver secretes bile". The man who invented the name for this new science was Destutt de Tracy, and it was he who launched both the idea and the word on its appalling career.

Like much else in the social sciences, ideology was an attempt to turn ineluctable practical connections into scientific laws. Everybody in politics had long believed that the rich were not very keen on being stripped of their wealth, and that they were rather more disposed to believe that we live in the best of all possible worlds than the suffering poor. Agassi, the idea that religion was a myth projecting the desire and conflicts of mankind rather than an accurate picture of the universe goes back to the Pre-Socratics. It was certainly not invented by Feuerbach. Nevertheless, in 1846, the idea of ideology was presented by Marx and Engels as a major component of communist social theory. It was, in any case, a useful stick with which to beat competitors in the world of early nineteenth-century intellectual life. Marx was a dab hand at dissecting

a competing opinion by explaining that it was the ideology of this or that reactionary section of the community, and since he was competing for attention with the nationalists, anarchists, syndicalists and the purveyors of many other forms of social salvation, the new weapon turned out to be quite invaluable. Eventually it was taken up by academics, who turned it into a moderately respectable, though rather unfruitful subject called the sociology of knowledge.

It does not take a very acute critic to observe that there is a major difficulty right at the centre of this project: namely that (to parody Voltaire) if thought is determined by social circumstances, how did you get to be so wise, my good critic of ideology? This very point is central to Marx's own criticism of Enlightenment rationalism. It is also prominent in Professor Gouldner's *The Dialectic of Ideology and Technology*. But here we find, if not a resolution of the problem, at least a way of living happily with it. Ideology appears less as a theory of theories, than as a challenge to us that we should subject our thoughts to constant criticism. It is a tonic for the singularly omnivorous mind, commanded here as "reflexivity".

Professor Gouldner seems to me to have understood pretty well many things about ideology. He takes it, for one thing, to be a single project with many variants. He also understands that it must be understood in broad terms as a competitor with science and other forms of rational discourse. Indeed, part of the structure of the book is to set up a sort of boxing match between ideology and social theory. In one corner, ideology is to be found attacking science as a hypocrite that does not understand its own role situation because it imagines itself to be

value free. In the other, social science attacks ideology as a dogmatic political doctrine. Professor Gouldner is a reasonably fair minded referee, who seeks, in the end, to replace both the narrow sectarianism of ideology and what he takes to be the uncritical simplicities of social science by a social theory that will be both "reflexive" and "critical".

Like anyone else who ventures into the hideously vague area of ideology, with its dreadful vulgarities of style and thought, he has a story to tell. It is quite a good story and certainly captures some of the important features of what the whole idea has meant for many generations of social theorists. In the beginning, discourse was legitimated by authority; but when that failed, reasons had to be given. The crisis of authority coincided with the revolution of communications caused by the printing press. Hence emerged the grammar of rational discourse in which an argument or proposal had to be self-grounded, which means that reasons had to be given for it.

But any passage of argument, from a point of view to a thesis, is an abstract and disembodied thing. It conceals ("occludes") the word Professor Gouldner repeatedly uses: the element of dialogue in all thought; it does not reveal the occasion of the writing, the passions that really lie behind it, and much else. Discourse, in Professor Gouldner's terms, is "decontextualized" by print and the rules of rational discourse, and that is the extent of its failure. Marx's theory of ideology was philosophically progressive because it "recontextualized" discourse by bringing to the surface of attention the elusive origins of the speaker. But this was an inadequate recontextualization, partly because Marx did not attend to other limits of rationality (such as

language and passion) and partly because Marxism itself, though much more reflexive than the emerging tradition of sociology, was resistant to being reflexive about its own practices. It is this particular deficiency that Professor Gouldner, regarding himself as the culmination of many critical currents of left-wing thought including Althusser and Habermas, sees himself as remedying.

Ideology in Gouldner's terms is the recontextualization of thought combined with the promotion of various social projects, generated by intellectuals who were for a brief historical period being produced in large numbers by a bourgeois order which had not yet absorbed them into its projects. But this golden age of ideology began to disappear with the growth of modern science and technology in which the projects to which intellectuals addressed themselves were those dictated by the "hegemonic classes" of modern society (capitalists in the West, party-men in the Communist world). This is the core of truth embedded in the "end of ideology" thesis. None the less, the contradictions and the contextualization of thought remain an unsolved problem, and freedom is to be found in the reflexive exploration of the continuing contradictions of thought.

Writing about ideology is usually so bad that we must be grateful for positive virtues. Professor Gouldner's history is the kind of thick-stroke caricature usually found in sociological writing, and his engaging openness to many streams of thought means that his book is a compendium of every currently fashionable notion from paradigms to deep structures. But he does have a strong drive to make clear what he is talking about, and hence *The Dialectic of Ideology and Technology* may be commended as the best available account of the current state of play on the subject.

# Angry young men

Marcel Berlioz on criminology and deviance

The Sociology of Crime and Delinquency in Britain: Volume Two; The New Criminologies. By Paul Wiles. Martin Robertson £6.45. 85520 111 8. £2.95. 110 X. Deviance and Control: The Secular Hierarchy. By Terence Morris. Hutchinson £2.45. 09 12687 0.

The main focus of traditional criminological research has been based on the fundamental principle that, put simply, the criminal is a different kind of person from the non-criminal, law-abiding citizen, and that those factors which distinguish the two groups are both explainable and capable of being isolated. Much of the research undertaken both in the United States and in Britain over the last half century has been devoted to the attempt to identify those personal (mental and physical) attributes and external (family, educational and environmental) elements which can be shown to have a relevant, demonstrable relationship with actual or potential criminality.

But unexpectedly, most of the important and influential studies have been American multi-national immigration, population movements, potential far social mobility, racial discrimination and huge differences between the living standards of rich and poor, all within the framework of a capitalist system which promised equality of opportunity for all to reach set economic goals but which denied it in practice to many, made the United States a fertile field for research, and funds were usually available with which to do it.

Britain with a smaller population and without the variety of exciting social factors, was often left to apply and develop American theories to British conditions, to assess whether or not they had validity here. That is not to say that there was a total lack of original British work, or that studies carried out here were necessarily inferior in quality to their transatlantic equivalents. It is merely that the United States influence was dominant.

It is, therefore, misleading to speak of a "British" school of criminology. Nevertheless it is possible to discern a broad identity of approach which was, up till recently, common to most leading British criminologists, and taught in the universities in which they held court. That approach has been labelled pragmatic. It was suspicious of any master theory of crime which could explain all. It placed little emphasis on theoretical analysis and much on empirical research. It was objective, showing hardly any interest in the individual criminal as a person, using him mainly as a repository for the information needed for the research project. As far as possible, assessments were made on factually observable or ascertainable criteria. The criminal's own motives and explanations played only a minor role.

The pragmatic clinical positivist approach was also said to be neutral. It made no value judgments on the political, social or legal framework within which the criminal and the researcher operated. It concentrated on the

with which the deviant is in conflict. This has led to charges that the new view of criminology is politically motivated, guided by leftist anti-authority class-dominated principles. The political label sits easily on the sociologists at deviance. They reject the alleged neutrality of the mainstream criminologists, arguing that their failure to appreciate or condemn the political context of criminality was in itself a political choice in favour of the status quo and in particular the existing ideology and structure of the welfare state.

The new school says that deviancy cannot be understood except in terms of the political framework of the state, which in turn governs the content of laws and rules laid down as well as the attitude of the various authorities and of the public. The complex and changing relationship between the deviant and the society around him is the dominant theme of the new criminology. Ideology and a great deal of attention is paid in the workings of the deviant's "opposition"—the makings and enforcers of laws and rules.

The second volume of *The Sociology of Crime and Delinquency in Britain* is a collection of articles by the leading proponents of the sociology of deviance. Subtitled *The New Criminologies* (sic) the collection, edited by Paul Wiles (who also contributes an excellent introduction) is a collection of articles by the leading proponents of the sociology of deviance. Subtitled *The New Criminologies* (sic) the collection, edited by Paul Wiles (who also contributes an excellent introduction) is a collection of articles by the leading proponents of the sociology of deviance. Subtitled *The New Criminologies* (sic) the collection, edited by Paul Wiles (who also contributes an excellent introduction) is a collection of articles by the leading proponents of the sociology of deviance.

deviant behaviour. Jack Young and Stanley Cohen deal with aspects of the status in society of the new range of politically overlaid offences relating to drug-taking and protest activities respectively. On a moral-political level, Ian Taylor, Paul Ashton and Jack Young develop a Marxist theory of deviance. In turn criticized by Colin Sumner in another article. A brush with authority—the police and the courts—by a group of adolescent delinquents is seen from the point of view of the boys in a "particulate observation" study by Howard Parker.

That it is possible to bridge the gap between the mainstream criminologists and the sociologists of deviance, and straddle their apparently irreconcilable philosophies, is shown by Professor Terence Morris (whose criminology has always been firmly sociologically based). His recently published *Deviance and Control: The Secular Hierarchy* owes more to Christian principles than to Marx or Freud, as he admits. He, nevertheless, accepts one of the cardinal principles of the new ideology, that the traditional criminal possibilities were wrong in regarding their research and the knowledge acquired as ethically neutral and value free.

Professor Morris's way of posing the central issue emphasizes the impossibility of making everyone involved in the subject, whatever common-criminological path they take: "How far definitions of deviance relate to consensual norms, and how far they derive from the arbitrary processes of legislation—subject as they are to specific pressures from particular interests—is a question that must be examined before the individual deviant can be considered to possess intrinsically deviant qualities independent of the manner of his identification. What passes for consensual morality may be nothing of the sort; what appears as moral but as significant contributions to truth and justice."

# The Vine and the branches

Peter Hebblethwaite on Hans Küng



Hans Küng speaking at the 1970 world congress on the future of the Church today.

On Being a Christian. By Hans Küng. London: Collins, 1976. Pp. 215. £1.95. 00 215 610 5.

There was a headline in *The Times* recently: "The Priest who puts Truth before Vatican Politics." Though there might be any number of candidates for this enviable title, the one who leaps to mind—and who answers the question "how?"—is Hans Küng. He does not try to adopt the pose of a man who laments the loss of a sacred heritage, but who is aware of the objections, the legitimate hesitations and gropings of contemporary man. He gives them due weight, and does not twinge that he has dealt with them merely by labeling them. The emphasis throughout is on what being a Christian really means in today's world. Küng has often attacked the deplorable cooperation between dogmatic and moral theology, which views Christendom as a mere apparatus of the system without impact on life itself. But if we are to understand *On Being a Christian*, we have first to set aside the cliché of the rebel theologian. Much more satirical

Jesus. His portrait of Jesus is fresh and vivid. It is carefully pieced together from the sifted evidence of biblical scholarship. He makes no concessions either to the wider excesses of demythologization which destroy Jesus altogether or to the "domesticated" Jesus who has proved so useful to the Church's establishment. Küng's Jesus was not a member of the priestly caste, nor a political revolutionary, nor an ascetic, nor a pious moralist. Positively he proclaimed the imminent coming of God's Kingdom which implied two startling novelties: the love of enemies and the power of powerlessness. Jesus reveals the "new" of God in all its strangeness and compassion. His death was an inevitable collision with the guardians of law and morality, but he lives for ever as the hope of mankind.

But it is no good. One cannot hope to encapsulate such a massive work in a few paragraphs. One can only say, *Voilà*, *voilà*. Try it and see. But where does the book leave the Christian Churches with their rituals and their encrusted dogmas? It is part of Küng's thesis that: Christ is the norm for the Churches, and that, therefore, the most severe criticism of the Churches comes not from the outside but from the Gospel itself. Some would consider that to be a charitable view. The emphasis of Küng is well aware: he began academic life with a thesis on justification in Karl Barth. But he renounces, casually, a Roman Catholic, and has grown weary with explaining why: "The spirit of the Church is the 'spiritual home', and that he stays in it in a spirit of 'critical solidarity' partly because there is nowhere else to go. Christians learn their faith not from books, not even from the Gospels, but from Christian communities in which all teach and all learn: the educational 'model' of the Church predominates in Küng. To put oneself off 'opinion' is an act of despair, it is despair. In the end, he remains in the Church because it communicates—however falteringly—Christ.

# Schooling in Capitalist America

*Educational Reform and the Contradictions of Economic Life*  
SAMUEL BOWLES and HERBERT GINTIS  
The authors contend that the education system does not provide equality of opportunity either for human development or for economic reward because it mirrors the inherently unequal structure of the capitalist economy. John Kenneth Galbraith writes of the American edition: "It should have the close attention of all who are concerned with education, and especially of all who are concerned with educational change and reform."  
Open University Set Book £6.95, paper £2.95

# Schooling and Capitalism

*A Sociological Reader*  
Edited by ROGER DALE, GEOFF EBLAND and MADELINE MACDONALD for the Schooling and Society Course at the Open University  
The main emphasis of this collection of articles is the relationships between the dominant form of economic organization and the structure and process of schooling. The overall context is broadly Marxist, but by no means exclusively Marxist. Most of the authors represented see education as a form of social reproduction or of social control. Published in association with the Open University Press £3.75, paper £1.90

# The Process of Schooling

*A Sociological Reader*  
Edited by MARTYN HAMMERLEY and PETER WOODS for the Schooling and Society Course at the Open University  
This book should be of interest both to researchers in the sociology of education and to sociology students, as well as to students of both sociology and education. The bulk of the volume is concerned with social interaction in schools and a wide range of approaches is represented. Many of the articles were specially commissioned for the book. Published in association with the Open University Press £3.75, paper £1.90

# Assessment and the Secondary School Teacher

H. G. MACINTOSH in collaboration with D. E. HALL  
Teachers are increasingly obliged to undertake the formal assessment of their pupils' work, and the practical needs of teachers are the paramount consideration of this study. It discusses the basic equipment of assessment, methods of assessment, the role of the teacher, the external examining system, Students Library of Education. £3.50  
Inspection copies available from Bradway House, New Town Road, Henley-on-Thames, Oxon RG9 5JN.

Routledge & Kegan Paul

# Towards the abyss

Bernice Martin on a further manifestation of the dangers of relativism

Words Apart: Readings for a Sociology of Education. Edited by Beck, C. Jenks, N. Keeble and M. F. D. Young. Collins Macmillan £7.50. 02 917720 2. £4.75. 02 917260 5.

*Words Apart* is a collection of readings edited by four academics who operate on the critical/phenomenological wing of British sociology. Were it not for the subtitle of this large volume and for knowing the editors' intellectual proclivities, one might be hard pressed to identify the book's provenance and "education". The most obvious presupposition is the sociology of knowledge, and the emphasis is on the "subject" knowledge of the proprietors of textbooks. They want to keep the reader questioning what is coming next, why a piece of anthropology is followed by a chapter on Scholasticism, geography, or a chapter on Dickens, David Storer, Collier Costello and the "sometimes" literary editor of French appear (albeit in isolation) as book items.

The point is that our editors are engaged in a dual exercise. One is to lay out the possibilities of education in every sense human and, obviously, human is education. The second

aim is to jolt us into thinking afresh by confronting the taken-for-granted with new eyes—an ancient and sacred function of educators which each new generation of radical hells as its own discovery. One unknown though familiar technique for achieving revelation for the reader is to throw disparate items at him and hope that the sheer oddity of contradiction will come across as thought-provoking paradox. Something like this seems to be the intention here. Yet the disparities are more apparent than real. The dashes are of style and genre; they do not constitute a genuinely dialectical confrontation of perspectives.

Editorial comment has been kept to a bare minimum. All the standards in the sociology of education are excluded (not a surprise, of course they are all easily available). The editors have instead chosen texts which will "open up" for the reader and the concepts which connect them. The concepts which connect them are of sociology and educationally true as "absolute": education, knowledge, learning, deviance, childhood, rationality, ability, equality and achievement. "As all political nature of our interest. In raising questions about concepts of ability, knowledge and so on we are inviting readers in their particular contexts to explore the possibilities of trans-

cending or transforming them." In doing so, our editors conceive of existing practices (improving reading, etc) but offers rather the potential of conceptualising new possibilities.

They are coy about their own preferred positive programmes. The overall perspective of the book, its hidden curriculum, as it were, is nevertheless entirely clear. The novelists, humorists, historians, eulogists and anthropologists all serve "in context" (to borrow the editors' favourite phrase) to illustrate the message of the theorists who are all of one school within a symbolic interactionist, phenomenological or ethnomethodological framework. Becker, Goffman, Geremek, Blum and McHugh and, above all, Schütz. No positivist or structuralist functionalist apparatus is to be seen. The French structuralist is inoperable, if the object of the exercise really is to open up the taken-for-granted assumptions about culture rather than to do the same with a new, watertight ideology.

The basic logic of the book goes something like this: Man is every-where a wondrous creature. Every human existence is an incredibly complex and skilful enterprise of learning and creativity. Hence no human can truly be regarded as "stupid" or "educationally" sub-standard. The "individual" and

"social" form is seamless web. The individual constructs himself out of the materials, and meaning only exists when it is perceived and used by individuals in interaction. "Society" is not "coercive", "not there" in the "real" world, but an emergent property of human interaction itself.

There are problems in this perspective which I do not find adequately faced in this symposium. There is a strong emphasis on the "contexted" nature of knowledge, culture, concepts: no human enterprise can be properly understood, except in terms of the "logic" and "rationality" internal to its context. A large number of such contexts are well illustrated in this volume: the class, regional and neighbourhood, and "context" texts" each in its own uniqueness. The editors comment: "It is not the business of the sociologist either to rank such differences or to seek for some universal explanatory scheme, but to understand the members' accounts and practices in terms of the meaning they have for a group's way of life." Hence the title *Words Apart*. Hence, too, this reader's disquiet: that a popularized version of this universal truth is set in a do-nothing, top-down, educational practice, leave everyone in his prime context if that is inherently as rich as any other.

But our editors and their mentors are not really satisfied to leave the matter here: they are in an un-

masking game. Alfred Schütz, in the quoted extracts uses the concept of "the social knowledge" implying, of course, the individual. Among others, Michael Young, in his own paper works on a similar assumption. This "contexted" knowledge is often treated as false knowledge, but is the thrust of the book's persistent criticism of white, western middle-class knowledge as "bureaucratic" and, by implication, wicked—it is as if all contexts are valid except our own. But if all knowledge is contextualized, how can we attain "true" knowledge? Only, it seems, by immersing ourselves in someone else's context and repudiating our own.

Neither the editors nor any of the quoted authors tells us how to escape the abyss of relativism which use. It is identifying and using the logic, that is, knowledge which can transcend specificity of context. Such knowledge, after all, has been the object of the intellectual quest at least since the Greeks, and it remains the "holy grail" of the modern, relativist's quest on seeking in spite of themselves.

Incidentally, if the book should ever run to a second edition, I suggest the editors include some of the parables and short stories of Jorge Luis Borges who expresses the most fundamental arguments in a gently provocative, paradoxical and at much more economical length than in this tome.



22 Books/English/Children's Literature

Sawing the air?

David Blewitt

Robels and Lovers. By Alice Griffin. University of New York University Press \$6.95. 8147 2960 G.

Shakespeare: The Merchant of Venice. Edited by Christopher Parry. Macmillan 50p. 333 17654 5.

Shakespeare: Coriolanus. By Brian Vickers. Edward Arnold £2.50. 7131 5850 3. £1.25. 5847 6.

proton. Dramatization and improvisation; hearing Shakespeare's lines spoken is an important adjunct in a study of the text. Mrs Griffin's statement presents, unambiguously, a truer picture of the real state of affairs vis-à-vis the teaching of Shakespeare than the circumstances implied by her use of the words "dramatization" and "improvisation". Shakespeare is taught, by and large, by English teachers defending their literary sanctuaries. The emphasis is upon textual interpretation. The "oral interpretation" is usually undertaken by the teacher, so that "hearing Shakespeare's lines spoken" is less "an important adjunct to a study of the text" than a state of enforced boredom. There is a total lack of real activity; in a word, of drama. Three of the books under review are, inevitably, editions of texts. Alice Griffin has yoked together *Hamlet*, *A Midsummer Night's Dream*, *Romeo and Juliet* and *Henry IV, Part 1* under the title *Rebels*. The general introduction makes some obvious points about such "young heroes and heroines"; the introduction to *Hamlet* is no more than a standard interpretation. The texts, however, are those of the Quarto. Mrs Griffin how the punctuation results in a more spontaneous, natural and sensible speaking of the verse. She points out this sound observation with

much verbiage about the comma. While the second half of the book's subtitle—"A New Approach to Acting and Reading"—is justified, "improvisation" and "dramatization" barely come into it. The Macmillan Shakespeare series is a much better buy. The latest additions are *Henry V* and *The Merchant of Venice*. The introductions are helpful and the well laid out and supported by full notes on the left-hand page. Reading the plays is a genuine pleasure; and in 50p, they recommend themselves. If further economy is needed, both plays can be purchased at 30p each in Signet Classics. One loses the layout and notes, in addition to an introduction and a well-chosen selection of critical commentaries upon it and a good bibliography. Brian Vickers's *Shakespeare: Coriolanus*, No 58 in the Studies in English Literature series edited by David Daiches, is an excellent and thoroughly recommendable commentary upon the play. However, its value is as literary criticism. Shakespeare was a practising playwright. Drama is a practical and, like him, it is a means of studying the human condition in the many-sided system of the world. Why do publishers lead their hands to

Children's literature Colourful characters

Mathew Price on picture books

Pointo Man, by Polly Pinder (A. and C. Black £1.00) is not really much of a story, but it is beautifully coloured. It shows what can be done with a picture book in various shapes, coloured paints, and lots of imagination. It needs a teacher or a parent to start the child off, but after that there will be hours of fun for four to 11-year-olds.

Henry and Fowler by Sarah Karand (Hodder £1.95) is an amusing tale for children of five, or thereabouts, about Henry's dream of exiling a rowing eight, and his rescue from a watery grave by his dog Fowler. It has terrific execution of the pictures. Nevertheless it obviously has the enjoyment of the children very much at heart, which I didn't feel about Anne and Roger Davoisin's *Hainz Hobbiat* (Abelard Schuman £2.65), which left rather a nasty taste in the mouth. Heinz, a dwarf, can't find shoes to fit him, so he goes to the land of the giants, where he is humiliated by the shoekeeper and gets his revenge by tricking the man into giving him some shoes which fit, and then running off

with them. It is for children three to six, but it is interesting to feel that this is a product of the industry. H. E. Todd, now, is a 2nd of unworldly fascination to children of adults, and a really excellent one for the front row of *The Sick Cop*, the first of the *Fire Engine* (Hodder £2.10) is the second of the pictures once again have to be drawn in a simple, direct, and unadorned style. The story of the ill fire engine, saved by a cleverly named boy, is a simple, and above all speaks directly to the mind of a child.

The Man Who Was Going to the House (Piccolo 50p) is a Norwegian folk tale, retold and illustrated by David McKee, who has a style manages to be both subtle, and whose appeal to the adult, which, when all is said and done, can't cure his habit of taking to cater for the children's own terms, without missing them), is pretty crucial to

Thrills and chills

Lesley Wood

The Supernatural Short Stories of Robert Louis Stevenson. Edited by John Calder £4.95. 7145 1550 8. 13. Gollancz. By Paul Groves and Edward Arnold £1.10. 7112 0828 1.

The taste for the frightening has rarely been so well catered for as in the refreshingly literate stories of Robert Louis Stevenson, some of whose supernatural stories are now available in one volume. There is "The Body Snatcher", a chilling account of ghastly retribution in the murky world of the early Edinburgh anatomists; "Markheim", in which a murderer confronts his day killing; "Goblin", an intense, disturbing werewolf story; "The Hunchback of the Moor", a story of devil possession; and Stevenson's own favourite, "The Corpse in the Garden".

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The stories suffer from a flatness of style as so often is the case with literature produced specially for schools. Promising titles such as "Uncle Ben's Leg" disappoint with their readability. Other stories are a little better, with a dollop of is achieved. The authors are most come alive within a limited range of very simple style, as in "The Body Snatcher" where a small girl who

delighted in scaring her classmate, taught a lesson by a witch-child. The idea behind this book is the suggestions for follow-up work are often inventive; but many of the plots and characters are too clichéd to regenerate the atmosphere for a ghostly thrill.

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23 Books/Economics

Waste not, want not?

Howard Sergeant looks at some background books for economics studies and reviews four new textbooks

The Flow of Funds in Britain. By Sandra Masou. Paul Elek £9.00. 236 40016 9.

The Entrepreneurs: Strategies, Motivations, Successes and Failures. By Richard Bruce. Liberator Books £5.95. 905004 12 7.

The Turning Tide: Towards the Post-Surplus Society. By Barbara Maude. Faber £3.95. 571 10766 4.

If these three books were written from different viewpoints and intended for different categories of reader, they are strangely complementary in that, ultimately, they are all concerned with the same subject—the way in which Western society utilizes its resources. For instance, although *The Flow of Funds in Britain* concentrates upon money and the intricate process in which money passes from person to person and from organization to organization by means of our elaborate financial system, it can hardly be denied that the importance of money lies in its power to buy goods and services and to command the use of resources.

That limited resources may or may not be utilized for the benefit of society is empty demonstrated by *The Entrepreneurs*, a penetrating study of the methods employed by some of our most charismatic and much-publicized businessmen in exploiting the financial system to achieve their objectives. Finally, *The Turning Tide* issues a timely warning that, in the opinion of its author, Western society is returning to its historic condition of potential shortage from one of surplus and argues that to meet the challenge of this situation—perhaps even to avoid disaster—we must become far less wasteful in our use of organic resources.

Sandra Masou's *The Flow of Funds in Britain* is more informative than critical, but it is exceptionally well supported by financial statistics and contains an appendix on the nature of statistical data as a basis for analysing the financial system of the United Kingdom. Her book should be made compulsory reading for entrepreneurs and politicians alike, for it would seem that many of their mistakes could easily have been avoided; according to Richard Bruce (in *The Entrepreneurs*) the "likely course of events could have been predicted on the basis of a careful reading of newspapers and an appreciation of some economic truths".

Ms Masou provides a great deal more financial information than the newspapers and allows how the official statistics issued by government departments and other bodies can be analysed, compared and interpreted. Three quarters of her book is devoted to the operation and interaction of the various elements of the financial system (banks, building societies, assurance companies, the Stock Exchange, clearing houses, discount houses and other institutions), and the parts played by local authorities and the Government; but in her last two chapters she attempts a somewhat inconclusive evaluation of the financial system, though she goes so far as to suggest that, for a variety of reasons the United Kingdom financial system may not always operate with minimum use of resources or allocate funds in the manner most conducive to economic efficiency.

*The Entrepreneurs* is designed as a guide to corporate strategy and Mr Bruce begins his task with a shrewd analysis of the subject, distinguishing between objectives, strategies and tactics, and illustrating his points by case material drawn from the activities of Penfold House Publications, Ford Motor Corporation, and other well-known firms. The volume covers the measurement of costs and profit and the setting of targets, but the last section, dealing with the theory and practice of accounting for various purposes, contains important chapters on the link between cost and financial accounts, and the comparative merits of absorption and marginal costing.

The *Turning Tide* is a fascinating volume. The author, Barbara Maude, is widely known for her conservationist ideas and activities, and when she confines herself to her subject proper she can be surprisingly convincing with persuasive skill and driving her points home with almost surgical force.

Of particular relevance is the emphasis she places on the dismal failure of our "planners" to distinguish between resources which can be renewed and those which, if squandered, might be lost for ever. It is when she strays into the political arena that her prejudices begin to show. She demands more freedom for the individual, and yet, paradoxically, calls for the restoration of conscription "for the young". She agrees that university students should pursue their studies without any reference to their immediate usefulness, but advocates more vocational training for the rest of us (a "not obviously academic" one), and even suggests a lowering of the school-leaving age to "provide more willing hands". As for her complaints about "overheated classrooms", it must be noted that Barbara Maude (and many children, including my own daughter) had to take examinations this winter in overcoats and gloves because the rooms were so cold.

The Structure of Consolidated Accounts. By H. K. Jaeger. Macmillan in association with the Institute of Cost and Management Accountants. £10. 333 19802 6 and £4.95. 19808 4.

Advanced students and practitioners in need of a refresher course will be pleased to see the appearance of this clear and up-to-date text on one of the most difficult aspects of company accounting. It deals in a systematic manner with the latest standards relevant to the subject and considers the effects of recent developments on the presentation of group accounts. In addition to examining the problems involved in associated companies, funds flow statements, foreign subsidiaries, the expulsion of subsidiaries, and the pooling of interests. Each chapter has its own questions for the reader and there are 41 pages of fully worked out solutions in an appendix.

Accounting for it all

Elements of Finance for Managers. By B. K. R. Worts. Macdonald and Evans £1.50. 7121 0551 4.

Designed for managers and junior executives with a formal training in accountancy, this volume is written in a clear, down-to-earth style and with the minimum of jargon. It is divided into three parts for convenience. The first section explains how finance is raised and how it is recorded, concluding with a consideration of the Balance Sheet. The second, starting with the Trading and Profit and Loss Account, is concerned with the use of finance in business and how performance is measured, and contains an informative chapter on the methods adopted under conditions of inflation. The final chapter covers such control techniques as budgetary control, marginal costing, break-even analysis, ratios and investment appraisal. Progress tests are included for the student, but no solutions are provided.

Variance Accounting. By Ernest Laidler. Macmillan, in association with the Institute of Cost and Management Accountants £7.95. 333 19608 2 and £2.95.

Variance Accounting is not a new form of accounting, nor even a new financial technique, but merely a term devised by the author to describe the proper integration of two distinct techniques well known to business executives as budgetary control and standard costing. Nevertheless, it is a highly appropriate term since it lays emphasis upon the most important aspect of both techniques—the analysis of variances between the standard or budgeted costs and the actual costs for the purpose of management information and decision-making processes.

Income Tax. By Henry Tech. Macdonald and Evans £1.50. 7121 064 7.

This is the ninth edition of a textbook intended primarily for professional students, though it will be of value to other readers as a reference work.

Root of the problem

Catherine Basham

A great number of people seem to write introductory textbooks introducing statistics; statistical theory is rooted in common sense, the mathematics required is easy, and if you have any doubts as to how to introduce some concept, there comes hundreds of others whose methods you can refer to.

once look since it has been revised to incorporate the changes in the law made by the Finance Act of 1975 and budget proposals of 1976. The basic principles of income tax, corporation tax and capital gains tax are set out in such a concise manner as to simplify what is for most of us a notoriously complicated subject, and the text is admirably supported by practical examples. In each chapter there are problems for the student to work through on his own and the answers are given in an appendix.

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Sweet selection

Roy Blatchford on an anthology for O level and CSE

Dimensions Series. Compiled by John Foster and Mike Semude. School. 08 020487 2.

Adolescence. 08 020485 6. Love and Marriage. 08 020484 8. 70p each.

Black and White. 08 020486 4. 75p. Wheaton

The choice of prose-drama-poem anthologies for 13 to 16-year-olds following CSE and O level English courses must befuddle the wisest head of department. To decide just what to do is to be committed to a fund of judiciously allocated, it made no easier by publishers' predatory quest—bombarding schools with inspection copies—to ensure their books are well represented in the stock cupboard.

The four 80-page selections that make up *Dimensions* are thematically divided into sections. *Adolescence* sports nothing startling in its sub-title: *The Agony, DisCOVERY, Perseus and Conflict*. *Escape: The Meaning of It All*, and *Grown Up?* It includes poems from Yevgeny Zhenko and Philip Larkin.

song lyrics from Cat Stevens, words from P. Diddy to his son Laertes, Knots from R. D. Long and excerpts from classroom favourites Phil Zindel, Bill Naughton and Alan Sillitoe.

The companion volumes *Love and Marriage* and *School* overlap in authors, subject and style, and reflect inadequate editorial collaboration. Michael Baldwin, Bill Naughton and Stan Shaw together feature in more than one volume and other writers and songsters merit two or three places within one anthology. The editors would have done better to spread their net even wider and include material from as many sources as possible, some perhaps, hitherto neglected. *Black and White* achieves this with an illuminating compilation, largely from black writers; it is bringing to light of fresh reading matter makes it the most eye-catching.

The range in *Love and Marriage* is, none the less, noticeably uneven. Wilde, Jilly Cooper, Nicotacco, Mordecai and F. M. Knowlton (who you can't see in your ticket if you lose) are amusing bedfellows in the chapter *Wedding Tips*. In *School*, Vernon Scortell

"amidst frayed books and pencils, other shapes"; A. S. Robert Louis Stevenson. Edited by John Calder £4.95. 7145 1550 8.

13. Gollancz. By Paul Groves and Edward Arnold £1.10. 7112 0828 1.

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كتاب في الأصل



# Communications and job vacancies

by H. Heginbotham

The need for information on job vacancies arose when many Birmingham people were released to the suburbs and the careers service was decentralized.

Many jobs remained in the older areas, so vacancies had to be circulated to the suburban offices. The problems of volume—25,000 vacancies in a normal year—and high costs of communication by methods such as telex, meant that the postal service had to be used for bulk traffic. Unfortunately, however, the postal service is a time lag was inevitable.

The solution was to use a computer to control a telecommunications network with terminals in each careers centre. The opportunity for this arose when the authority developed a schools network for computer education, sharing time with the Open University Computer Centre at Newcastle upon Tyne.

The area computing service manager, Mr P. Froggcock, was design consultant and with some colleagues he undertook the systems and programming work. Buying reconditioned terminals reduced the initial cost. The system now provides for the transmission of vacancy information throughout the city to 10 open careers centres.

The distribution of approximately 12,000 to 15,000 vacancies a year depends on the location of the vacancy and whether it is considered scarce by the notifying office. Details of vacancies are coded on computer terminals in the area careers centres, either "on-line" to

the computer or "off-line" on to paper tape.

When instructed to print, the computer searches the vacancy files and selects those records which are programmed to be transmitted to the office requiring a print-out. Information about changes in vacancies is also transmitted.

The vacancy files are reorganized weekly. Any vacancy which has been on the files for more than four weeks is verified at the notifying office. Statistics needed for national returns for the careers sub-committee and for general management of the system are produced.

An important part of the system is its ability to search for vacancies in specified "job families". A new system of occupational classification has been devised for this purpose. A brief description of vacancies can be printed.

At first the system used a Post Office telex link between the terminals and the Open University Computing Centre, and area centres worked to scheduled times. Ordinary telephone lines are now being replaced by direct lines and a logical signal processor. It should then be possible for all the offices to be on-line to the computer for most, if not all, of the day so that vacancies can be received at the careers centre minutes after they have been put in.

Many further developments are technically possible. Extending the search facility using visual display units is one possibility; building permanent data bases relevant to the work of the Service is another.

# Transparent anatomy

by John Barker

**Human Biology**  
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E: Male, female, ovary, menstruation, copulation, uterus and foetus, £19.50.  
Register board £2.25 and storage box £5.45, complete set £80.  
Philip Harris Biological Ltd, Oldmixon, Westouper-Mare, Avon.

This must make the fifth or sixth set of overhead projector transparencies on the same topic available in the United Kingdom. So the special attributes of this set need to be considered.

The transparencies were drawn by Peter Stobbing and are very attractive. With one exception, all are in colour and in many, four colours have been used.

They are made of thick acetate sheet, and are 29cm by 29cm. They use the entire illuminated surface of the projector.

A register board can be used. It is a sheet of 3 mm transparent plastic, which is placed on the flat surface of the projector. Two holes in the transparencies fit over two metal registers. It is a pity these are not a standard paper punch distance apart, so that the board could have been used with teacher-made material.

The labelling is always on a separate sheet so the material, unlike some sets, is adaptable for the teacher's needs and can be used for revision. The lettering on some is colour coded for the part in which it refers. Thus on the skeleton, violet labels refer to the violet coloured appendicular skeleton and red to the red axial skeleton. The storage envelope has general notes on the use of transparencies and short teaching notes.

As can be seen from the list, the set contains most of the standard illustrations that would be needed indeed for most school biology courses. "Joints" illustrates on the same transparency the structure of the hinge and ball and socket joints. "Antagonistic action of muscles" clearly shows the muscular interrelationships.

"Anatomy of the trunk" is an unlabelled set, showing the anatomical relationships of the skeleton, blood system, ventilation and alimentary system in this part of the body. The set on kidney structure includes an overlay of a nephron to illustrate its relationship to the gross kidney structure. "Breathing" illustrates two sheets, illustrating the relative positions of the diaphragm and sternum in relation to the vertebral column at expiration and inspiration.

"Blood" is perhaps a less successful frame as the pie graph is not immediately understandable and should be explained in the teaching notes, which could then give the relevant numerical data. "The heart" and "heart beat" are two effective sets allowing students to concentrate on one process in part of the structure at a time. "Menstruation" is a complex set.

This is not a cheap set of transparencies, but the high quality of the drawings, effective use of colour, large size and separate labelling make it very useful.

# Patterns of music

Cumilla Tobin, inventor of Tobin Colour Music System, planning a series of courses familiarize teachers with a method. This explains music theory by means of patterns of colours. The courses will be running on Wednesday evenings at American School, 28 London St, St John's Wood, London, N.W. Teachers who practise the system will be given demonstration lessons at infant, junior and secondary school level.

Volunteer pupils (many of whom will come from the American School where the Tobin method has already been introduced) will be able to learn to play the recorder or the guitar.

"Although the colour system may seem to be a great many steps on the Continent, it is still comparatively unknown to many English schools outside the Home Counties; even there I've met with a lot of opposition from some authorities," said Ma Tobin. "I've seen to think that if learning can be made fun and entertaining it is more likely to be done. It is to make ideas of music as attractive as possible so that many more children want to learn to play an instrument."

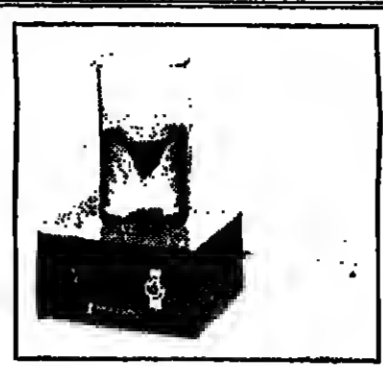
The courses are free for Home County teachers and those from other areas will be charged 50p a session. A complete course will cover a consecutive weekly sessions.

Further information can be obtained from Sherrin Gwynne, Course Organizer, The Colour Music Workshop, Trial Art Centre, South Hill Road, Bishop's Cleeve, Liverpool, L21 3DL.

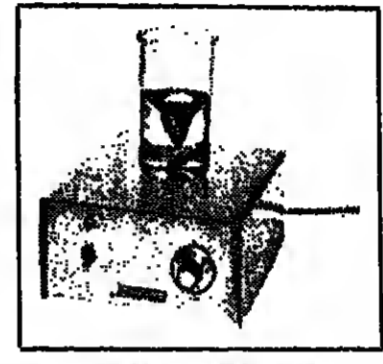
# Science Review



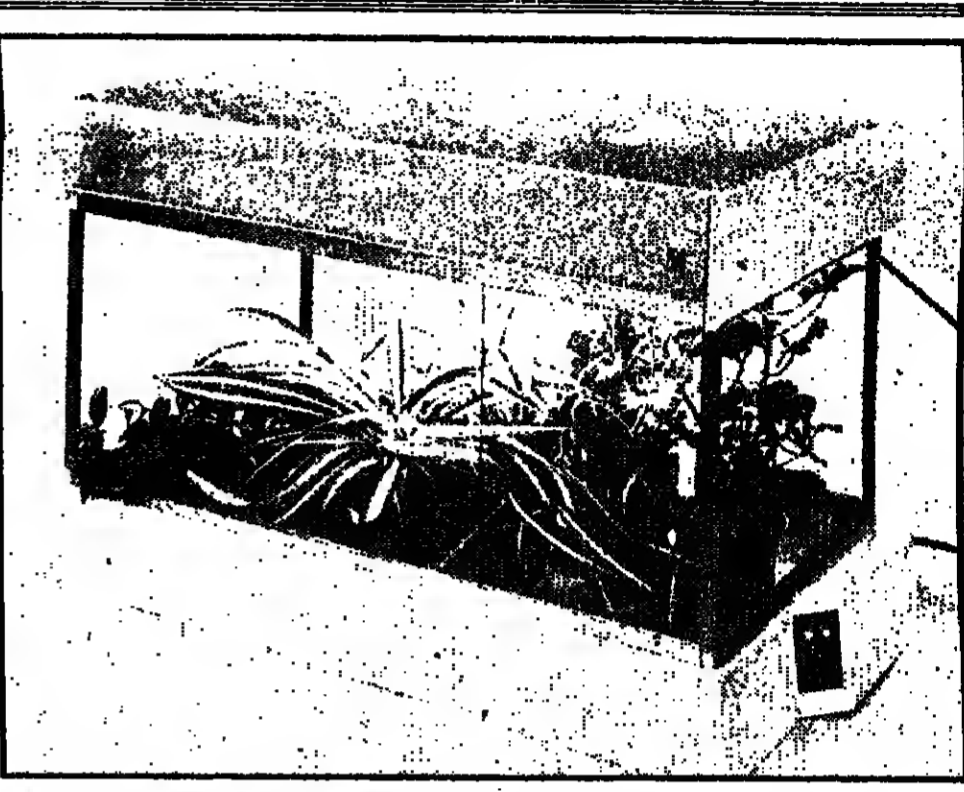
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Some of the architectural and engineering marvels of Britain's canals are shown in "Aspects of Inland Waterways", a collection of slides produced by the Slides Centre. It includes "The Harecastle Tunnel near Kidsgrove in Staffordshire, which was built by Thomas Telford, and the Anderton Lift, an engineering feat of Edward London."

A book about canal architecture which would be a useful accompaniment to the slides is published by the British Waterways Board, Marlborough House, Melbury Terrace, London NW1 6JX. The slides are ordered from the Slides Centre, Chatham Road, London SW11 4JL.

# Symbolism

by Paul Turton

**Christianity**  
Double frame colour filmstrip. Notes by C. Anagnostor. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, Yorkshire.

The photographs in this filmstrip are of a very high quality. They include works of art inspired by the Christian religion. The strip attempts to give an overall picture of Christianity but the task is too great for the limited scope of the production.

Few teachers are likely to use the filmstrip straight with the commentary provided. Indeed, the groupings chosen seem to have been determined by the availability of picture material rather than by an educational development of the subject. The teacher in developing constructive use of the material, especially in giving emphasis to the links with art and religion, the suggested follow-up work will need to be adapted.

While the filmstrip does not resolve the problems of making a concise statement about Christianity, it does offer some useful material. It is especially helpful in giving examples of Christian symbolism in art and religion, such as the Book of Kells and pictures of Coventry Cathedral. It might be best used as a guide for greater flexibility.

# Versatile cards

by M. R. Evans

Brian Wildsmith's Language Development Cards. Published by Franklin Watts Ltd, 25 Albemarle Street, London W1A 4JL. 20 cards in full colour, each 10 x 12in. £4.95.

It is always pleasing to see a set of language development cards which are adaptable for almost any age group. Far too often classroom devices for the infant are unsuitable for remedial work with older children, but Brian Wildsmith has come up with a set of cards which appear to be universal in appeal.

Each card features a picture of a bird or animal. The attractive illustrations combine realism with appealing cartoon quality. The picture has the name of the creature written below in bold type.

The teacher's notes on the cards can be used for vocabulary building, reading, and developing visual perception, vocabulary building, communication skills. There are also notes on the development of reading and writing skills.

With young children the cards can be used for vocabulary building and language building. The children can be asked to identify each card and find the parts of the body. For junior classes the cards can be used with mixed ability groups as a stimulus for creative writing.

# Apparatus on show

JOHN A. BARKER and R. W. FAIRBROTHER review equipment and materials for biology and physics

Despite the depressing economic climate there were a number of interesting new items in the most recent exhibition at the Association for Science Education Conference at the University of Leicester last week.

There is a great deal of equipment for measuring environmental factors. Griffin and George exhibited their well-tried oxygen meter suitable for both gaseous and dissolved oxygen (DOS-210-K) which sells at £71.10. Philip Harris have now produced their own dissolved oxygen meter (B18700/4) at £54.50.

Philip Harris introduced an environmental thermometer (B1888/0) at £29.78, a battery operated electronic device which has two ranges: -10°C to +50°C x 1°C and a range with a span of 10°C with the zero adjustable from -10°C to +50°C. Within these limits a 10°C range can be measured to 0.2 of a degree.

WPA are marketing a memory unit (E9-aod, E9A) as an addition to their environmental monitoring kit. The memory unit provides for eight automatic measurements to be made in intervals from one minute to one day.

The measurement can be recalled and displayed on the meter unit. This sound levels in a street could be monitored hourly overnight and the data assessed the following morning. The E9A device contains additional circuits to conserve battery power. These units are priced at £53 and £75 respectively.

Unilep displayed a prototype environmental measuring kit in miniature form, which can be purchased either as a series of units fitted into a carrying case, in groups of modules or as separate modules. When fitted together simultaneous measurements can be made. Separate modules can be instantly connected.

A unit of modules contains a meter, a battery and a probe module. Probe modules will be available to measure oxygen, pH, sound, conductivity, temperature and light.

Some new microscopes were on show. Irwin-Desmon produced the Optica micro-viewer and projector (IR 631, £106.00). This projects a magnified (x80) image of specimens on a built-in frosted glass screen, 15cm square. This can be easily converted into a micro-projector, so that the image on the microscope slide can be projected onto a screen up to 4m away. The instrument is constructed in an attractive plastic casing and, as it weighs only 5.65kg, is easily portable.

Idea for Education are marketing the Ken-Vision micro-projector (LX340, £340). It can be directed downwards or horizontally. Three objectives 6.5mm, 10mm and 16mm are mounted on a rotatable head. The lamp is a 150W, 21V, Q1 and is powerful enough to project an image up to about 6m.

Two models (Ref 250 and 260) based on the Stereomaster low power stereo microscopes were on show from W. R. Prior, costing £57 and £66. They incorporate the usual Stereomaster optical system on a simple stand. The 260 model has a box-type base which can be illuminated from below. A simple attractively designed lamp (Ref. 25, £12.50) of 15W, 12V can be fitted into either of these models.

A notable item of the Griffin and George stand was the new multipurpose growth chamber. This consists of four units, three of which can be used at one time. The base unit (YUD 230-M, £24.30) is an easily cleaned plastic tray containing a heater with thermostat and control. It can be used as a propagating tray, an external aquarium heating unit or as a water-bath incubator.

A domed plastic cover (YUD 250 510V, £21) is fitted on to the base. On top of this can be fitted the lighting unit (YUD 250 520 S, £25.75), containing two 20W fluorescent tubes, beneath a diffusing screen. The lighting unit can be used alone, supported by retort stands or form a display unit for specimens, slides and overhead projection transparencies.

Griffin and George also showed a new incubator (IMA-200, £90). This operates from 5°C above ambient to 100°C, and is attractively designed with a door that opens downwards to form a temporary shelf. The contents of the incubator can be observed through a window.

Philip Harris exhibited the Harris Colony counter (B76100/6, £108). This enables rapid and accurate counting of bacterial colonies on agar plates illuminated from below. A magnifying lens is available as an accessory to help counting. The unit incorporates a digital counter and probe unit.

Three fossil replica sets priced between £14-£16 were on display, each comprising 12 or 14 high quality replicas presented with an easily identifiable key illustration in the box lid.

A simple blood grouping kit from Philip Harris Biological (M 83010/7, £4) is sufficient for 25 students. This uses a cord system and enables students to investigate human blood groups simply, quickly and effectively. Each kit contains, besides the test cards, sterile lancets and medical swabs, pipettes, mixing sticks and an instruction leaflet.

The same firm showed their new set of Human Biology overhead projection transparencies in full colour (OHT), £80 complete in a storage box with a register board. Each tablet consists of a base frame and a number of overlays. The register board enables the overlays to be fitted correctly over the base sheet.

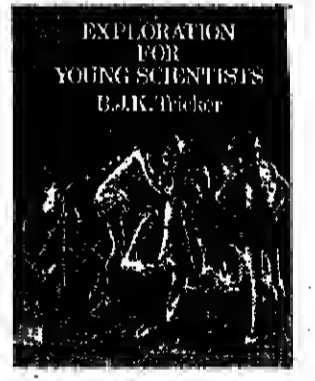
Another new item is the Harris GeneKit (M 89100/5 at £12.50). This kit enables students to simulate the structure of DNA and RNA and to investigate the process of replication, transcription and protein synthesis.

Griffin and George have a useful range of safety goggles. The simplest available is the Eye Shield (SAP-290E). These are made of polycarbonate, can be worn over spectacles and cost 79p. As they

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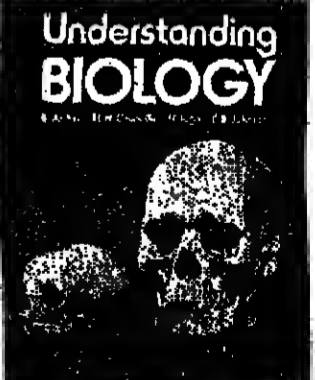
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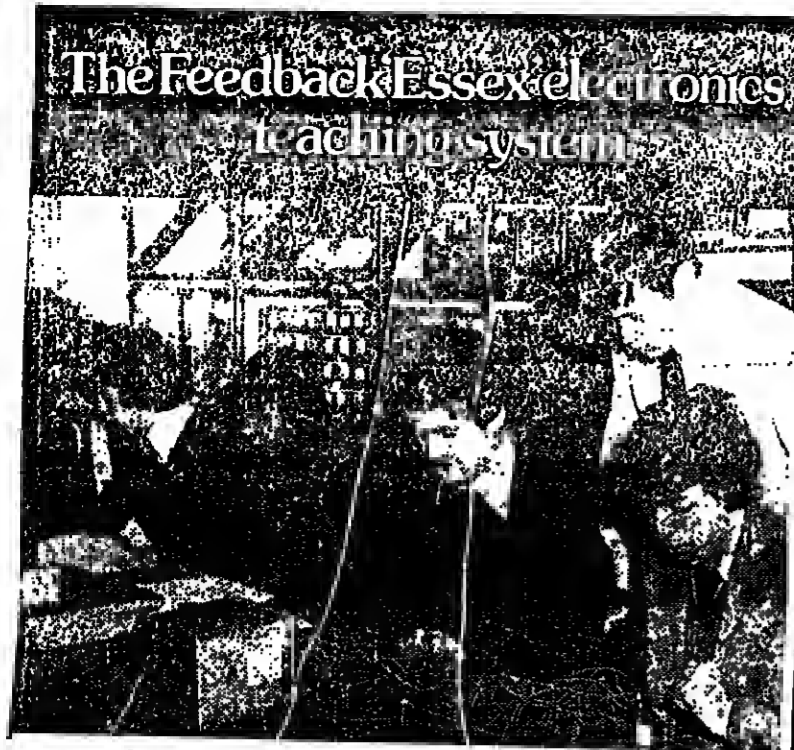
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Continued from previous page

have hinged side-arms they are easily stored.

Still dealing with safety the same firm has substitutes for asbestos gauzes, bench units and so on. The gauzes for use on tripod stands have a ceramic centre. Gauzes (GMN-310-010), 125mm by 125mm, cost £2.60 for a pack of 10. The same size with stainless steel (GMN-340-010C) cost £2.25 for five.

Bench mats made of a reinforced eucalium silicate matrix, 150mm square (HCR-400-010A), cost £1.00 for a pack of 10; 225mm square (HCR-400-030R) cost £2.25 for 10, and 300mm square (HCR-400-050L) cost £2.65 for five. Ceramic paper (HCR-350-W) costs £2.25 for a sheet approximately 500mm by 1000mm and 1mm thick.

Griffin and George also have a new range of power packs, of which several have a locking device which enables voltages to be selected and fixed. Lockvoltage Power Supply (EKR-400-010R) can lock on to 2, 4, 6, 9, 12 or 14 volts ac or dc. It costs £3.

Low Tension Variable Voltage Supply (EKR-680-010X) can supply ac or dc voltages up to a maximum of 25V(dc) or 22V(ac) under no load. At 10A it gives a maximum of 12V(dc) or 20V(ac). It costs £59, or £55 with a meter.

Moving up the price range, Griffin and George sell the Velocity of Light Apparatus (XFC-300-F) or £160. It really measures velocity of electromagnetic waves of frequency about 50MHz, measuring the speed rather indirectly by measuring wavelength inductively by measuring phase differences. It is easy to set up although it needs an additional oscilloscope.

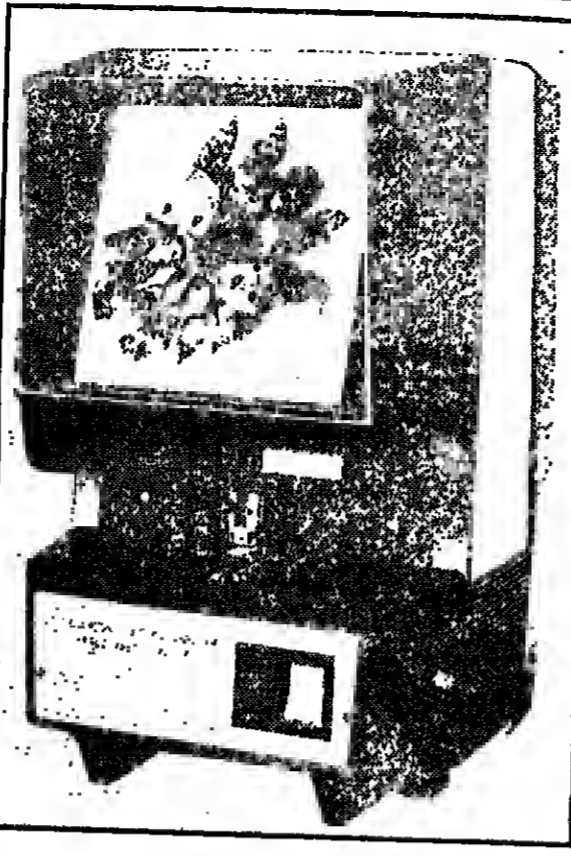
The Phillip Harris Speed of Light apparatus (P4210/3) is more familiar and at £96.68 perhaps more acceptable. It was a rotating mirror and is rather more difficult to set up. This firm has also produced a nicely designed DC electromotor Amplifier (PS0930) at £54. This has an input resistance in excess of 1013 ohms and has the usual facilities for measuring ionization currents, electrostatic charges, etc. The output is into a 100 ohm meter.

Phillip Harris have a good Mini Magnetic Struxer (C70100/5) which at £15.80 compares very favourably with others. A slightly larger version, the Standard Magnetic Struxer (C70060/8) costs £24.64.

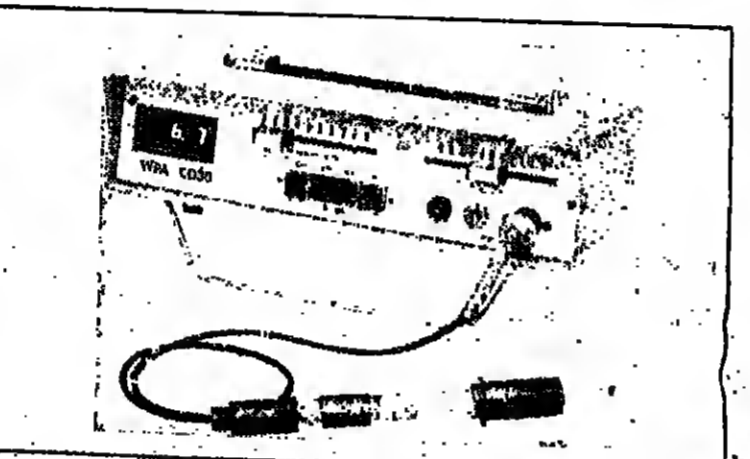
A range of magnetic or amniomagnetic boards is available from Martek Boards Supplies Ltd. Sizes are up to 10 ft x 4 ft, and this also magnetic board costs £14.90. These boards can be written on with wet or dry marker pens, can be used as a screen for overhead projections, and with colour markers and discs for a variety of purposes ranging from spelling to chemical equations.

From Walden Precision Apparatus (WPA) comes a well designed Digital pH-meter (D30). This reads at £80 plus £11.50 for the electrode. However, it doubles as a voltmeter and can give readings from zero up to 9.999V in two ranges. There is a 10mV output for the WPA chart recorder. At the upper end of the price range WPA have a Spectrophotometer (S109) at £195, which covers a range from 400-800nm.

Camfield's range of interesting material is supported by an excellent catalogue. Although mainly intended for younger children there is much that secondary school pupils can use. The useful set of



Left: Optico Micro Viewer and Projector



Below: WPA Digital pH meter

Winter, Intuces (8390) count for 1 minute, 1 minute and 2 minutes and cost £1.90 the set. LEAL is a simple microscope containing a large lens for general magnification and a supplementary small lens which can be moved into position for greater magnification. It represents very good value at £1.20, or £18.95 for a set of 5.

The range of resource packs available from E. J. Arnold include an Air and Water Unit (£12.50), a Magnet Resonance Pack (£12) containing apparatus and teachers' notes. This catalogue is well produced and gives clear coloured pictures of what is available in each pack.

Ideas for Education exhibited large, coloured Vernier Callipers (LX170), £4.80, and Micrometer Scales (LX171), £5.00, for use on an OHP. These are well designed and can make the teaching of the easier.

Mention should be made of the Surplus Buying Agency Consortium. A range of simple electrical and mechanical components is available at very competitive prices. One can also obtain materials such as

Plexiglass sheets, Melinox sheet rubber tubing, Terry clips, etc. Griffin and George Ltd, 285 Edgware Road, Alporton, Wembley, Middlesex.

Phillip Harris Biological Ltd, Oldinxon, Wootton Bassett, Aveon.

Phillip Harris Ltd (Scientific Equipment), Lynn Lane, Shenstone, Staffs.

Martek Boards Supplies Ltd, Rockwell Road, Hereford.

WPA Pryor and Co Ltd, London Road, Bishop's Cleeve, Herefordshire.

Irwin-Deason Ltd, 294 Purley Way, Croydon.

Unilab Ltd, Shire Hill, Saffron Walden, Essex.

T. Gerrard and Co, Gerrard Road, Worthing Road, East Preston, West Sussex.

Ideas for Education Ltd, 87a Trobridge Road, Bradford-on-Avon, Wiltshire.

WPA Ltd, Shire Hill, Saffron Walden, Essex.

Osmirold, E. S. Perry Ltd, Cambridge Works, Gosport, Hants.

Surplus Buying Agency, Richardson College Annex, Station Road, Woodhouse, Sheffield S13 7RL.

E. J. Arnold & Son Ltd, Butterfield Street, Leeds LS10 1AX.

# Mixed ability at Bath

TIM ALBERT reports on a resource centre for technology and science teaching

It is an interesting and expanding resource for teachers nationally and locally, tucked away in one of those nondescript new buildings, which is the headquarters of the school of education at the University of Bath.

It specializes in technology, science and mixed ability teaching. Its title is instantly forgettable—Science, Technology Mathematics Humanities Centre. "It is one of those things that just grew", says Professor Wilfrid Dowdeswell, head of the school of education. "Right from the beginning we have been involved in in-service training. But they were rather disparate then. ... What we have tried to do is to pull the whole lot together."

The centre started over three years ago (with the much more innocuous title of Science Centre), on the appointment of Mr. Jack Whitehead, then a head of science in a London comprehensive with a master's degree in educational psychology.

Today part of his time is taken up with research into mixed ability science teaching, part with teaching responsibilities on the school of education's graduate training programme, and part with the centre, of which he is coordinator.

In its first year, the centre's activities included local lectures, a bulletin, and a loan scheme for equipment such as oscilloscopes and epigraphs. Now, in its fourth year, its activities include an enlarged lecture programme, two DES short courses and two Schools Council projects, plans to expand into mathematics and the humanities, and the publication of a 42-page booklet by Mr. Whitehead, "Improving Learning for 11 to 15 Year Olds in Mixed Ability Science Groups".

Staff at the School of Education

take part in the lecture programme. Next term this will include two pairs of lectures (one for children, one for their teachers) on apparatus, fish and technology, one on "Routes to Physics" and another on improving science mixed ability teaching.

This last lecture is also the final component in a DES short course, which the centre has been running since November (with the help of a grant). Starting with a weekend conference, this course now consists of regular small group workshops. Jack Whitehead says the emphasis is on the design and production of classroom resources first; second, on their organization and management and third on the evaluation of their success.

A second course (sponsored by the DES to the tune of £500) is being organized by Dr Ray Page, and concerns technology for craft and science teachers. "Our starting point here is the problem that we know exists in society that schools are not making pupils as technologically aware as possible", says Mr. Whitehead.

Mixed ability science and technology teaching have also been the subjects of the two Schools Council projects. The first has been completed; the second, with an £18,000 grant, is currently under way.

The other main service which the centre provides is a loan scheme. Equipment is loaned to local schools only, but their collection of about 300 workbooks for mixed ability science teaching (including such projects as making model bridges or turning rock salt into pure salt) is available to schools occasionally, for the cost of postage only. These workbooks have been collected through ILES (Independent Learning in Science) of which Mr. White-

head was chairman for three years, and the Association for Science Education.

The workbooks are loaned for a fortnight, with another fortnight on application. So far, says Mr. Whitehead, nobody has gone over the time limit, which is just as well since they only have one copy of each project.

The centre also publishes a bulletin for local teachers, but Mr. Whitehead has misgivings about it. "The difficulty is that as a way of communicating with teachers it does not seem to get circulated round all the departments as far as it might. ... one of the main problems today is the uncertainty within the academic context of the status of in-service provision. This affects the time that lecturers feel they can give to in-service work. The other is the difficulty of getting some sort of funds which would enable the centre to mount its own course almost independently. This would enable us to respond more quickly to local needs."

According to Professor Dowdeswell: "In principle the centre works quite well. But in practice it is subject to considerable restraint. There are obvious problems in a university at weekends ... but the importance of what we are doing, particularly in this period of financial restraint, means that we should try to overcome this."

"The centre provides teachers with an opportunity to improve curricula, to attempt to solve particular teaching problems, such as 'do you teach technology'. It benefits us of course, because it brings practising teachers in contact with our staff, which makes them aware of the problems in schools—which are constantly changing."



Illustration from materials prepared at the Bath Centre.

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# Taking the collection

Commissioned by Chelsea College Centre for Science Education

**JOHN WRAY and JOHN A. BARKER report on equipment for gathering and counting organisms**

When investigating any habitat one has to answer two questions: what organisms are present? What are their numbers and relative frequency? Some organisms must be collected and there are many ways of doing this. Also some simple and reliable means of counting the organisms must be devised.

Nets are a very convenient method of collection within large habitats, both terrestrial and aquatic. They can also be used to crudely assess numbers. Quantitative measurement in terrestrial and littoral habitats for organisms with little or no movement is made by counting them per unit area. A simple means of marking a known area and of sampling within that region is therefore needed. In this survey we have linked collection by nets with two means of more quantitative assessment—the area and point quadrat.

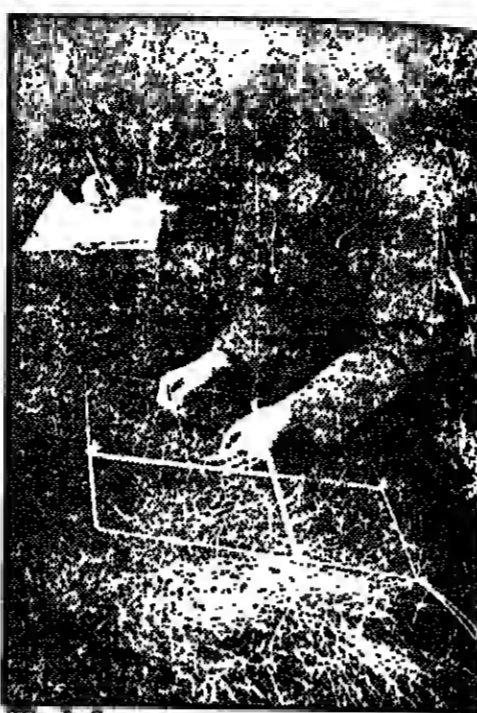
Collecting nets come in many shapes and sizes, basically of two types: those used for terrestrial organisms, mainly insects, and those for aquatic environments. Terrestrial nets, such as a sweep or butterfly type must be very light in weight. The net bag is supported on a rigid frame and held with a light, strong handle. For convenience the net frame and handle are often collapsible, as in the Griffin and George model, which has a light terylene net bag, collapsible aluminium frame and an aluminium handle which extends 2.4m.

Nets for use in water can also be divided into two categories. With the towed plankton type the actual net does not normally touch the bottom. This type is used in large areas of open water rather than the average-sized pond. Essential requirements are a stout rustless frame on to which the net can be secured, an easily detachable container to collect the organisms and a rot-resistant net of a suitable mesh and aperture.

Fine meshed plankton nets with 15 or more apertures a centimetre will only collect efficiently if towed at one or two miles an hour. For smaller areas of water, such as a pond, there are simpler types of net with a collecting container which fit on to ordinary hand net frames. These can be obtained from a number of suppliers.

The design problems for the sweep water net are different. This is a fabric sieve on a rigid frame with a handle. As with towed nets the size of the aperture and mesh affects the range of organisms caught. While the commonest shape for the net frame is probably circular, better shapes are square or D-shaped opening. These are useful in mid-water as for sampling the bottom of a pond or stream, where a flat side is essential.

Such nets must not rotate on their handles and it is desirable if the bags can be removed so that nets can be replaced or changed. Griffin and George nets are fastened by rust-resistant press studs on a reinforced band. Philip Harris's nets are secured over the frame by plastic fasteners which are easy to use but have to be broken to remove



Heavy-duty net frame and quadrat frame in use. Both from Griffin & George.

the bug. Extra fasteners are provided.

If collecting is done in mid water or on a muddy bottom there is little wear and tear on the net bag. However, bags wear rapidly if used on a rocky or stony bottom. The original design of water nets produced by the Freshwater Biological Association included a protective metal rim. These could be used for long periods without serious damage. Until recently such protective frames have not been easy to find. However, Griffin & George are about to introduce a redesigned frame which incorporates a protective rim. As the price of good quality net bags is now high such a design is one for which it is worth paying extra, if you are working in habitats where the net bands will be damaged.

Quadrats are devices used to sample and quantitatively assess organisms in their habitat. They are usually used for plant distribution but organisms such as barnacles on rocky shores may also be investigated. There are two types of quadrat. The area quadrat is usually a square frame with 1.0 or 0.5 metre sides. Small area quadrats made from clear plastic are also available.

Large frame quadrats are thrown randomly and count made of the organisms. It is difficult to get a true random distribution by this means. Often, with students, there is a significant relationship between quadrat positioning and the distribution of obstacles such as cow pats and nettle beds. It is better to locate the quadrat at positions determined using random number tables and by reference to a numbered grid on a map of the area.

The distribution of the organism within the quadrat is then assessed by counting, by estimating relative abundance, or by using a "comb"—a horizontal piece of material with 30 long pins. This is moved through the frame parallel to the sides and at ten equally spaced positions. The organisms located where the pins meet the ground are recorded.

A point quadrat is similar to the "comb" described above. It has a movable frame from which long pins are supported vertically. To use this quadrat it is positioned over vegetation and the pins lowered. The organisms at the tip of the pins are then counted.

Griffin & George make a point quadrat of plastic coated metal with a central rod which can be firmly fixed into the ground. A horizontal rod, measuring approximately 500mm, can be pushed down this. Located at about 100mm apart are six downward directed rods, 95mm long with a rounded blunt end. The horizontal rod can be locked into position on the central rod with a knurled screw.

On the sample sent for review it was difficult to insert the quadrat through the

horizontal one as the hole was not big enough. In forcing the support through we removed some of the plastic coating, so we did in insulating the central rod in the ground several times. It is difficult to imagine the apparatus being of much use in practice. When using a point quadrat one is assessing the organism distribution at a point, and these blunt ends are between three and five millimetres across.

It is also important that the vertical element of the point is finely centred on the pin, for example, grass it is possible to identify accurately the species touched by the point. This is not possible in this apparatus. Finally, with six "pins" percentage calculations are then much more tedious.

Griffin & George make a quadrat frame which can be converted into an insect sweeping tray. It is made of 6mm diameter metal rod, bent so that it forms a square of side just over 0.5m, with a handle at one corner. Two detachable sections of 0.50m can be positioned at right angles to each other with hooks and wings, so the frame can be subdivided into squares or rectangles of any size.

To convert the frame into an insect sweeping tray, the quadrat slides are drawn to the side of the frame and locking nuts tightened or removed. The net is fitted over the handle and stretched over the frame. This excellent dual-purpose equipment is supplied with a set of notes which explain the function of the apparatus and the theory of quadrats, with a worked example. There is also a short list of references.

The same firm also produces a light folding quadrat frame, 0.25 metres square consisting of four white plastic coated steel rods which are easily bolted together. The rods can also be used singly, or joined together to measure short distances to the nearest 0.5 metre.

Philip Harris has recently introduced a design for a point quadrat based on a model developed by Charles Stiles, of the Field Studies Council. It is a hollow tube, made of a tough grey plastic, about 600mm long and 37mm in diameter with end caps. Inside are three 50mm long, 9mm diameter metal rods. These fit into the end caps to form a tripod. The legs are painted at one end and can be firmly fixed into the ground.

The sampling "pins" are also packed inside the tube are ten metal rods, around 250mm long by 3mm diameter, on a tripod. In use the frame is set horizontally. In use the frame is point rods are inserted through holes at 50mm intervals along the tube, thus ten readings can be taken at one location. The tripod legs can be adapted to irregular or level ground and the quadrat is easy to carry. This is a well-designed and effective piece of equipment.

Philip Harris also sell a very heavy quadrat frame, which weighs 3.5 kg. It is made from four metal lengths of angle metal which can be bolted together forming a square. Holes are drilled in the sides at 100mm intervals so the side frame can be subdivided. It is hoped that in one attempt the old technique of throwing a net over the shoulder as described in certain.

Omnivert Educational produce very simple plastic quadrat from which can be assembled from the sticks, held together by right angled pieces. The sticks are available in three lengths giving different size frames. The offer excellent value for money. "Mini" quadrats are developed with the Nuffield Biology Project. They are marked by transparent plastic and are made from ten 100mm square and ten 100mm diameter circles and a mm radius along one edge. They are used to sample small areas such as the holes of trees for lichens and algae. With the circles it is possible to estimate the area of growth of microorganisms on the surface of cultures in Petri dishes.

**SUPPLIERS**  
Quadrats are not detailed in this article but are available. Griffin & George and Philip Harris provide nets and frames to two price ranges.

Griffin and George Ltd, 285 East Road, Alington, Wembley, Middlesex, HA9 3JH.  
L 05-499 Net frame, heavy duty with aluminium handle 1.5m, £11.25.  
L 05-484 Point quadrat, £4.18.  
L 05-469 Quadrat frame and insect sweeping tray, £11.15.  
L 05-470 Folding quadrat, £3.81.  
L 05-480 Micrococcus quadrat (parent plastic) pack of 10, £2.25.  
Omnivert Educational, 25 Elm, Gillingham, Kent, TN11 6AL.  
8030 micro metrolles 1 m each, £10.80.  
8033 micro metrolles 25 cm each, £10.80.  
8034 micro metrolles 30 cm each, £10.80.  
8035 quadrat links set of four, £11.25.  
8036 set of quadrat links with four 25 cm metrolles, £2.40.  
Philip Harris & Co Ltd, Lynn Road, Sharncliffe, Staffordshire, ST14 6PP.  
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Waters and terrestrial aids: Working & Donegan, Four Thurston, Comshurst Road, Hambleton, York YO22 2ED.  
Gill Ltd, 11, Fleetwood Street, Doncaster, Manchester M34 3RG.

**BOLOMETERS** for measuring radiant heat energy of small lengths, low voltage radiant heat sources, and sensitive electronic thermocouples.  
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Grove Road, Farnham, Hants.

# Talking to gypsies

Stephen Thomas

"The children go to school, but they don't learn much—only laziness". "A lot of gypsies have never been to school—they are the most intelligent people. I'm not boasting!"

The speakers were two gypsies interviewed while picking potatoes by a group of fifth formers from Queen's School, Bushey. As part of an "Insight" social studies programme, the fifth formers had chosen to visit a social education project in Watford for one afternoon a week.

The group is taken to the centre each week so that the surroundings and the atmosphere should be a little like school as possible, and to encourage a community-based approach to any work that the group might undertake. The project's headquarters serves as a community centre for West Watford.

The idea of a study of the lives and problems of gypsies in the area arose from a chance remark. During some desultory talk about hobbies and interests Kevin mentioned boxing and, in particular, an incident at a local contest, as a result of which a travelling family had been banned from attending further matches and the son prevented from boxing in public.

Kevin had boxed against the sun and knew the family well. The subject area and the approach suddenly clicked into place, and the group rapidly decided on a tape/slide sequence, illustrating gypsies' lives and problems, with a view to promoting better understanding, not only in the school but in the community.

It was perhaps ambitious, and the leaders had considerable reservations about the possibilities. They felt productive contact with the gypsies might be difficult if there were any suspicion of nosiness or condescension. In this area the gypsies were posing all kinds of problems to the local authorities, despite a willingness all round to do everything possible for them.

Many people were already concerned in their welfare—site wardens, playgroup leaders, local councillors and the social service department—who, understandably, would not welcome inexperienced outsiders whose motives and purposes were not particularly clear.

Early contacts by the leaders with authority were frosty, to say the least. They only thawed when the success of the pupils in winning the gypsies' confidence became apparent, and when it was clear that the project would not contain anything to the nature of a judgment on either group.

The tape/slide sequence ranged over a series of "areas"—sites, being moved on, family life, education and work—interspersing comment from the gypsies with a brief commentary and explanation from field workers as to what they thought was going on.

Interviews with the gypsies were conducted by the pupils without the leaders, partly because they had struck up such a rapport with them, and partly because the leaders felt their presence might be a barrier, since they represented a form of authority to both parties. This worked well. The tapes brought back from these sessions were remarkably natural and easy, while covering the areas we had decided on.

The interviews with others in the field were done at the centre. Again, the natural way in which the pupils probed and questioned was impressive. Equally impressive was the willingness of the professional workers to allow their comments to be used, knowing that the tape would be played to their "clients" later.

The job of editing and arranging was long and tedious. The quality



A photograph from Janice Wiedel's illustrated book *Irish Tinkers*, published by Latimer New Dimensions.

of the tapes was variable, and it needed great patience to produce the best possible sound. The slides had to be carefully selected and arranged, and the black and white photographs—superb and evocative, thanks to the help of a professional photographer—had to be mounted for a static display.

When complete the show was put on for everyone concerned, and it was made available to anyone who could use it.

The section on education was not lengthy, but gave some grounds for thought about past and present attitudes in the Bushey area. The gypsy children whose parents have settled on a permanent site do attend school; the headteacher confirms that they attend regularly, and that they do as well as their peers.

But there is still a large transient group, and our observations indicate that those children do not go to school. However, everyone interviewed, whether they went to school or not, saw value in education in one way or another.

This lady is talking of her own experiences in school. "I was eight years old, and lived in a place perhaps months, and always went to school, not that we learnt very much, but always had to go. Mother never allowed us to stay off school, but really I learnt to read and write before I started to travel. After that I did not learn much because I went to so many different schools—perhaps being in a school a couple of months or even a couple of weeks you missed half of what the children were learning, so the teacher could not include you in their lessons—a lot of schools would give you a piece of scrap paper and let you scribble all day."

The other revealing comment on past practice is made in the extract: "When we travelled there were about 20 or 30 travellers all travelling together—on a ground there would be perhaps 20 or 30 kids and we used to take them to school, but when we found out that instead of being in classes for their own age all the travelling children were stuck in one class so just done more or less what they wanted to—this wasn't every school but more likely than not they were stuck in one class." She never did say what they did about this.

Stephen Thomas teaches at Queen's School, Bushey, Hertfordshire.

# Skills or interests?

Carole Striker

I have recently finished researching progressive and formal teaching of poor readers. Progressive teaching methods were defined as "interest sessions"—lessons in which the children's interests were the focus, and reading and writing were integrated into interest work. The aim was to turn the children on to reading by the use of their interests and culture.

Formal teaching methods were defined as "skill sessions", so called because the focus was on the teaching of reading skills. The subject to be taught took precedence over the children's interests. Reading skills were taught by use of reading schemes, phonics work, spelling tests, and so on.

I studied 80 children although a complete set of results was available for only 70. The children were between 10 and 11 in their last year to primary school. They were nearly all from social classes III, II and I.

Ten experienced teachers on an in-service training course held sessions with the children. Each teacher worked with two groups of four children, holding interest sessions with one group and skill sessions with the other group. As each teacher used both methods, teacher quality was controlled for to some extent. The interest and skill groups were matched for such important factors as intelligence, social class and reading age.

Sessions for each group were held twice a week and lasted for about an hour. They went on for two terms, autumn and spring. The children were given reading tests before and after to assess their progress.

The children's intelligence was important in determining the success of the method. The children of above average intelligence fared equally well, whichever approach

classes did not differ significantly in behaviour on these scales. Average scores on the Inconsequential measure were 1.83 for the interest group (SE equals .45, N equals 35) and 1.89 for the skill group (SE equals .45, N equals 35).

However, the interest group showed significantly more over-reacting behaviour, and in particular a greater amount of inconsequential behaviour than the skill group (a mean of 2.94, SE equal 0.69 for the interest group compared to a mean score of only 0.59, SE equals 0.19 for the skill group). Inconsequential behaviour applies to children who will do anything but work and are constantly restless. The children taught progressively found it much easier to avoid working and to play around instead.

The teachers' preferences (examined by means of questionnaires) changed from an overall preference for interest sessions at the start to an overall preference for skill sessions by the end. At the start, four teachers favoured interest sessions, four were neutral, and only one preferred skill sessions. By the end, not one teacher preferred interest sessions. Five were neutral, and four preferred skill sessions.

The teachers complained that the children's interests were superficial. Nigel had chosen football but had brought no information and appeared to have none. All the children in the group seem to be lacking in enthusiasm and not keen on their chosen subjects. The children were often giggly and easily distracted. They would not settle down and concentrate.

In skill sessions, motivation was maintained by the fact that both the child and the teacher could see progress being made, as the child moved from book to book of a reading scheme. One teacher commented: "I'm certain I preferred the formal approach because all concerned worked consistently very hard indeed. Each lesson one felt satisfaction with the formal group's achievement. This feeling was not always achieved with the progressive group, particularly in the later stages, when interest was fading."

My study was limited to scope, dealing with only a relatively small number of children drawn from one part of England. Motivation arose for these failing children from a secure situation, highly structured, where children knew what they were doing, and could see themselves progressing. The teacher was also motivated by seeing the child progress. She needed this motivation almost as much as the child. Working from interests did not on the whole provide the necessary structure and direction. Instead, the children, who were already adept readers, were given a further opportunity to avoid reading and working.

Carole Striker was formerly a research worker in the department of psychology, University of Keele.

# Would you like to know more about the Oil Industry?

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After his lecture he is prepared to answer questions of a technical nature on any aspect of the search for and development of new oil fields.

This service is free of charge. The number of lectures he can give in the course of the year, however, is limited by his availability and by demand. If you are interested why not write to or telephone:

C. S. Gamage,  
Head of Education Services,  
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**Nursery Education**

**Headships**

**SHEFFIELD EDUCATION COMMITTEE**

**WYBOURN NURSERY SCHOOL**

Headship for Easter 1977, a HEAD-TEACHER of this new open-plan 60-place nursery school. The school is closely involved with the local community and with other professional workers. Home visiting is well established.

Salary Headship Group 2 plus 5.5% Allowance, £4,311 to £4,833 plus 27% supplement.

Application forms and further details available from the Chief Education Officer, to whom they should be sent by Monday, 24th January, 1977.

**WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE**

**FULLINGHAM NURSERY SCHOOL**

Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above 40 place nursery school.

The post will be complete from August 1977, or earlier, and successful candidates will be asked to complete a probationary period in the school. The school is situated in a residential area and offers a stimulating and varied curriculum. Home visits are carried out by the staff.

Application forms and further details available from the Chief Education Officer, to whom they should be sent by Monday, 24th January, 1977.

**NEW NURSERY SCHOOL IN GLENBROOK ESTATE**

Clarence Avenue, S.W.A.

## Headship

Headteacher required for new purpose-built nursery school in G.L.C.'s Glenbrook Estate. There will be accommodation for 30 full-time and 30/30 part-time pupils. Burnham Group 2, salary £4,314-£4,839, plus £332 supplement, plus £402 London Allowance. The school is expected to open during the autumn term and it is hoped to appoint the headteacher from September, 1977.

Application forms and further particulars available from the Education Officer, EO/TS10, The County Hall, SE1 7PB. Closing date for return of completed application forms 28 January.

**ilea**

Inner London Education Authority

## For teaching posts in Inner London

See pages 50 and 51



**DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES**

**SANDWELL EDUCATION COMMITTEE**

**LOVE'S BANK NURSERY SCHOOL**

Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD-TEACHER of this 40 place nursery school.

The school is situated in a residential area and offers a stimulating and varied curriculum. Home visits are carried out by the staff.

Application forms and further details available from the Chief Education Officer, to whom they should be sent by Monday, 24th January, 1977.

**BARNET NORTH-WEST AREA EDUCATION COMMITTEE**

**ST. JOHN'S JUNIOR SCHOOL**

Headship for Easter 1977, a HEAD-TEACHER of this 100 place primary school.

The school is situated in a residential area and offers a stimulating and varied curriculum. Home visits are carried out by the staff.

Application forms and further details available from the Chief Education Officer, to whom they should be sent by Monday, 24th January, 1977.

**AVON COUNTY EDUCATION COMMITTEE**

**MATHWICK P.E. VOLUNTARY AIDED JUNIOR MIXED AND NURSERY SCHOOL**

Headship for Easter 1977, a HEAD-TEACHER of this 100 place primary school.

The school is situated in a residential area and offers a stimulating and varied curriculum. Home visits are carried out by the staff.

Application forms and further details available from the Chief Education Officer, to whom they should be sent by Monday, 24th January, 1977.

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Inner London Education Authority

## Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements: £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

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Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue, subject to availability of space. Copy should be sent to:

The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8BZ.

by Monday for the following Friday's issue.

**COVENTRY EDUCATION COMMITTEE**

**PARADISE NURSERY SCHOOL**

Appointment of

## Head Teacher and Assistant Teachers

This new nursery school has been developed under the nursery programme by adapting existing premises to serve a multi-racial area of the city. The Committee is seeking to appoint an experienced nursery teacher to the Headship of the school as soon as possible. Salary will be in accordance with the Burnham Scale for Primary and Secondary Schools. Application forms and further particulars available from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (telephone 0203 25555, Ext. 2445), to be returned by 25 January, 1977.

The Committee will also in due course appoint two Assistant Teachers to the staff of the school, and inquiries will be welcomed from suitably qualified teachers interested in these posts.

Application forms and further details can be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich, NR1 2DL. Closing date for completed application forms - 1st February. Return of applications payable in accordance with the Authority's scheme.

Teachers wishing to apply for a post in Scotland should apply to the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh, S.F. 1) for information about eligibility for registration in the council.

**Derbyshire headship**

Applications are invited from suitably qualified primary teachers for the Headship of the following school.

**Parwich Primary School**

35 Children GROUP 1

Tenancy of the School House will be available if required.

Closing date 28th January, 1977.

Application forms and particulars for the above post (a.s.o. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

**Derbyshire headship**

Applications are invited from suitably qualified primary teachers for the Headship of the following school.

**Staveley Junior School**

295 Children Group 5 + S.P.S. Allowances

Closing date 28th January, 1977.

Application forms and particulars for the above post (a.s.o. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BG.

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**County of Cleveland PRIMARY SCHOOL**

**HEAD TEACHER (GROUP 5)**

**KEMPLAH FIELDS PRIMARY SCHOOL**

Aldarham Road, Gulesborough, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above post. This new open plan school which is currently under construction is scheduled for completion in the Summer Term 1977. Thus the appointment will take effect from the beginning of the Summer Term.

The school will serve a residential area in the pleasant market town of Gulesborough. Financial assistance with household removal expenses is available in approved areas.

Forms of application obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 28th January, 1977.

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Closing date 28th January, 1977.

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**NORFOLK COUNTY COUNCIL Education Department**

## HEADS required for

- Lyng V.C. School, near Norwich (Group 2) (This is a re-appointment)
- Wretton C.P. School, near Downham Market (Group 2)
- Earsham V.A. Primary School, near Bungay (Group 2) (Applicants for this post should preferably be committed members of the Church of England)
- Barrowby Drive C.P. School, near Downham Market (Group 2)
- HEAD (Group 3) as one of a team of COUNTY UN-ATTACHED STAFF. (For this post which will be based at either Swaffham or Norwich, good experience of teaching in infant or first schools is essential and additional experience with the junior age range is desirable.)

Application forms and further details can be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich, NR1 2DL. Closing date for completed application forms - 1st February. Return of applications payable in accordance with the Authority's scheme.

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Application forms and further details can be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Norwich, NR1 2DL. Closing date for completed application forms - 1st February. Return of applications payable in accordance with the Authority's scheme.

**HAREFIELD INFANT SCHOOL**

High Street, Harefield, Middlesex UB9 6BT

Required for September, 1977

## HEAD TEACHER

(Group 5)

Applications are invited for the Headship of this School from suitably qualified and experienced teachers who possess a thorough knowledge of and commitment to modern educational theory and practice. Application forms and further particulars from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom the completed forms should be returned by February 1, 1977.

London Allowance payable.

Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

**LONDON BOROUGH OF BEXLEY WESTWOOD INFANT SCHOOL**

## HEAD TEACHER GROUP 4

Applications are invited from experienced teachers for the post of HEAD TEACHER. Appointment to commence from Summer Term 1977, i.e., 19th April.

Application forms and further details available from Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent, to whom they should be returned by Monday, 31st January.

**KENT County Council Education Committee**

## HEAD TEACHER

Gillingham Division, Gillingham St. Augustine of Canterbury, R.C. Group 5

New school opening Rainham, January, 1977. Appointment to take effect from September, 1977. Application form and further particulars from Division Education Officer, Municipal Buildings, Gillingham, or the Manager, 8 London Road, Rainham. To be returned to Divisional Office, by 28th January, 1977.

**Metropolitan Borough of Rochdale**

## Headships

Applications are invited from suitably qualified and experienced teachers for the following posts commencing 1st May 1977:

**Rochdale, Ashfield Valley Primary School (Group 5)**

This new County Primary School which will be accommodated in an open-plan building, will have 270 pupils on roll (aged 8-10).

**Rochdale, Thrum Hall Primary School (Group 4)**

This new County Primary School, which will be accommodated in an open-plan building, will have 240 pupils on roll (aged 4-10).

Further details and application forms are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester City Road, Middleton M24 4EA to whom they should be returned by Friday 28th January 1977.







# A BOOTFUL OF BOOKS

F. W. Kellaway recommends guides to England and Wales

Among many benefits of a collection of topographical books are the ability to plan one's travels, to know what to look for when in them, and to enjoy in nostalgic retrospect the places visited.

Some recent publications encourage all three phases. As valuable and comprehensive as a simple volume compendium on its subject as anything yet available is *The Architecture of Britain* (Batsford, £5.95), by Doreen Yarwood. Although a bit large to carry around, it is a splendid reference book and a mine of information. A brilliant text and more than 600 photographs and line drawings show the development of buildings of all kinds from Saxon times. There is hardly any part of the country that is not covered, and any journey could be enriched by the guidance and comment provided.

A fine way to see places and things is on foot. *Walking in England* (Hale, £4.50), by Roger A. Redfern, is indicative of good paths to traverse and places to reach. Some thirty routes are suggested, with reliable pointers to features to look for. Until more detailed books to read, I have been over all the recommended ground in the south, and most of the rest. As good a tribute as any, then, is that Mr Redfern encourages one to hasten to remedy the omissions.

*The Devon and Somerset Blackdowns* (Hale, £3.95), by Ronald Webber, can be even more strongly extolled. It is reported that the author was reluctant to publicize the area lest it became over-popular (and, it may be suspected, over-populated). As one who for many years escaped from metropolitan to the quiet domain he so lovingly details, I can vouch for the efficiency of his interpretation. He generously takes in the valleys and foothills as well as the supreme ridge, so that he can include the splendid county town of Taunton, and the courses of rivers such as the Otter (and thus such pleasant places as Pottery and Ottery St Mary, with the latter's church so reminiscent of Exeter Cathedral). Mr Webber has captured the ethos of an unspoiled (and may it remain unspoiled) in a totally charming book.

Darrell Bates covers some of the same ground, and all points west, in his *The Companion Guide to Devon and Cornwall* (Collins, £6.50). It is surely cavil, though he does give up Exe Valley as having "a distinctive air of pleasantly out-of-date gentility, one of the kindest climates in Britain and a hinterland of great interest and charm". He is perceptive of the difficulties of preserving some of the beauty spots such as Land's End, of the impact of mining throughout the counties,

and of the changes wrought by war damage in Plymouth.

The Campanian Guida are completely reliable on scenery, architecture and climate. *North Wales* (Collins, £5.00), by Elizabeth Beazley and Peter Howell, is especially good, though it tends to be more critical than some. Thus, the church at Tywyn is "sadly unattractive, as the stonework has been coarsely renewed" while there are frequent plinths about the traffic menace. The whole is, however, beautifully researched. (At Penrhyon Castle there is "a great bastion of stone made for a visit by Queen Victoria's disappointedly abandoned party".)

On the eastern coast, North-uniform (Collins, £6.95) gets the same treatment from Edward Grierson. From Alston to Berwick, or from Paal Fell to the villages and towns of the Tyne and Tees, he misses little. History, mores, and local lore are abundant.

All the Companion Guides fully merit the adjective: they are good companions, dealing with familiar and the less well-known. Most are available, at even more modest prices, in limpbac covers. Modest, too, are the charges for the Ward Lock series of Red Guides.

Representative of the new range is *Complete Dorset and Wiltshire* (£3.25), perambulating an area which has magnificent country of scenic and archaeological interest, a variety of seaside resorts (added to by local government reorganisation which has transferred Bournemouth and district from Hampshire to Dorset), market towns such as Salisbury, industrialization at Swindon, and an on. The average traveller will find what he wants here.

More specialized interests (travelling, canoeing, patrolling, brassrubbing) have their literature also. Typical is *Coasts and Rivers of Britain* (Dant, £6.95), by Andrew Darwin. A plethora of photographs, and a highly readable text, give the geographical and historical setting of each stretch. Canals are predominant, but utilitarian and recreational functions are fully detailed.

Similarly, *The Spas of England* (Hale, £3.95), by P. J. N. Havins, is attractive and evocative. Notwithstanding their fashionable success in the eighteenth century, some of the watering places in medieval times, and the connexion of Bath and the Romans is well known. Mr Havins discusses the history, the health-giving climate, and the social life, not only of all the major towns, but also of many smaller spas. This Harrogate, Mallock and Cheltenham, Malvern and Buxton, feature alongside Woodhall, Stoke Prior and (possibly surprisingly) Rotherham.

*Wales: A Study from the Air* (Heinemann Educational, £4.10), by Michael Williams, really does provide a bird's eye view. It is more than 70 aerial photographs which reveal details of geology, human and facilities. A lucid text explains the significance of the various features, with structure and scenery dominating the rural sections, and industry and holiday-making the urban.

Finally, two first rate southerners' Britain (David and Charles, £2.25), edited by Crispin Gill, mark the fiftieth anniversary of the founding of the consistently excellent quarterly journal, *The Countryman*. A dozen extended essays show why the countryside is what it is, and the railways have come and gone. The essays are stage-creaming in their problems and life is as a result. There is much more, including the opportunities for mistakes made by local government, and the rural, social and economic scene generally.

Full of wisdom and insight, reading much that a superficial visitor might miss, this is essential reading for any traveller wishing to stand his feet.

And, to supplement the recent canon, *Beautiful Britain* (Batsford, 99p), by John Burke, has some photographs, more than half in black and white, depicting buildings and scenery in a way that is magnificent. The collection is so good that one starts planning to travel all over again.



Now in Ghana, two members of the expedition on the Mendip weekend.

continued from page 33

students, under the guidance of Cyril Barrett, one of the four accompanying adults, have benefited from the Commonwealth Institute's excellent information service. The projects have demanded considerable discipline from each person, most of the participants are A-level or further education students who face heavy academic pressures at the best of times. The extra pressure of field-trip commitments was not project preparation have been quite a test for some.

The six training weekends have provided opportunities to get to know each other and to meet some charming residents in Britain. One young man, Graide, a food technology student, had initiated the group into yam tasting yesterday. Food in Ghana which is so different to the one you are north.

Discussions have been held about the expedition's experiences in Ghana. I will appear in the Travel Extra on February 28.

looses facing these boys and girls will be to ask: "How much of what we are really representing ourselves and how much merely representing the social environment to which we belong?"

Students have also participated in many sports, a cold but invigorating autumn day at a remote spot in the Mendips involving buckets and wild, an adventurous nature, as that the time is usefully spent, as that the modest charges are based on a week of 25 hours' instruction which is regarded as intensive, but keen students taking the advanced course can do more than this. Last summer, the following lectures were given: Monday 4th, Friday 8th and Saturday 9th. In addition, there were sessions averaging two hours each afternoon, for those who had the courage of making a total of 30 hours a week.

As though this, in a holiday course, was not enough, some students asked for more, and more was promptly provided. This was an extension of the conversation

## KEEPING UP TO DATE

Jack Ellis on holiday courses abroad for teachers of modern languages

More and better teachers are continually needed for modern languages. Admirable as it is for keeping up to date in these subjects are provided by holiday courses in France, Germany, Italy and other countries.

An advantage in taking a short course abroad is the insight it gives into other educational conditions and teaching methods. Nothing is quite so useful as a few weeks spent in the country where another language is spoken, and particularly in seeing other subjects taught in that language.

In France, for instance, the teaching of philosophy, and the practice of dealing with economic and social questions under the heading of "civilisation" help to coordinate the study of other subjects, including that of the language itself. At the same time some aspects are dealt with in the most searching detail. This leads to a more lucid understanding of the language, just as ability or mental dexterity—a typically British asset derived from coping with the former monetary system—helps in the understanding of numbers.

Franco has a wide variety of courses to choose from, many in the summer holiday period, although some can be found all round the year and they can be as short as a fortnight. Some courses are specially designed for teachers and can be as near home as Boulogne, although the big universities towards the coast have the most comfortable accommodation.

Having taken courses at various places, I have been particularly impressed by the International Centre of Franco Studies in Nice. The holiday course functions only in the summer, but is so popular that bookings are taken soon after Christmas.

Standards cannot differ much among the university courses, but Nice has the advantage of a secretary, general, Fernand Joyaux, of boundless enthusiasm, who helps to coordinate both formal and informal activities by arranging trips to theatres and leading outings of an educative nature, so that the time is usefully spent, as that the modest charges are based on a week of 25 hours' instruction which is regarded as intensive, but keen students taking the advanced course can do more than this. Last summer, the following lectures were given: Monday 4th, Friday 8th and Saturday 9th. In addition, there were sessions averaging two hours each afternoon, for those who had the courage of making a total of 30 hours a week.

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class, a recent innovation, which M. Joyaux, had not regarded as the most important part of the course. But the stop from reading and writing a language to speaking it is such that many students, particularly the English, asked for extra classes.

All extra teachers were assigned, then, a third, and the number of oral classes was generally increased from one to three a week. It was interesting to notice that not only the English have a strongly marked accent when speaking French. The same applies to other nations. The Germans often speak English well, even when they have never visited this country.

The theatre and cinema always have a good influence. Of several films shown on the cinema last year, M. Franco has the most outstanding. I have listened to a speaker on the subject for two hours daily for a week, without even pausing for the customary five-minute break halfway. He discussed the destiny from its beginnings to the present day. Another favourite lecturer, Mme Therèse Roméo, spoke for a week on the theatre of Jean Anouilh.

Translation classes are a valuable part of the course, and are provided in Italian, Spanish, German and English. Students of the latter nations have the option of attending the class whose language they know best.

Incidentally, last year's Japanese contingent had grown from the usual dozen to 30, and must have been the largest group without its own translation class. This dramatic increase reflects the growing importance of Japan internationally. A closed country until 1955, Japan is making up for lost time.

In English translation an immense amount of ground is covered in only four hours a week. This is done by using a variety of material, including extracts from such modern authors as Lawrence Sanders, Alan Sillitoe, as well as formal dialogues to provide a variety of styles and various levels of difficulty.

He provided a range of alternative translations, with emphasis on the importance of writing each one on the blackboard to avoid any misunderstanding. This was done at such speed as to avoid any tediousness that students sometimes complain of in translation classes.

At a general class on the French language for students of all levels, the "debate" games, Daubigny encourages participation by persuading members of the group on an aspect of life in their home countries.

I spoke of my impressions of the British House of Commons while working as a journalist in the press gallery. Listeners from other countries were amazed to hear of such details of the traditional customs, the MPs having to put on a top hat when raising a point of order or a division, or the Speaker's cry of "Lock the doors!" before votes are counted.

A talk about the Open University was given by a barrister's wife who was attending the course with a husband. Other speakers were Mrs. Spain, Germany, Colombia, The Land and Korea. The last gave a fascinating explanation of the Korean alphabet, spoken in perfect French by a man who taught a subject in his own country.

Leisure activities include the four or five excursions a week, a coach of 50 or more, many of them by M. Joyaux, who thus takes the opportunity of teaching a little "French without tears". He also makes a daily list on a blackboard of entertainments in the neighbourhood that are worth attending.

Unlike Britain, teachers in France have no concern with that some of them never meet. It was told that teaching standards are about the same as in English universities. They are certainly higher than in British public schools, and all the English people I spoke of were very keen on the amount of trouble taken with students whose stay was in the brief.

Students are free to change from the intermediate to the elementary or advanced level, according to need. Audio-visual courses are available at a slight extra charge. Accommodation for undergraduates in single rooms, those who work outside the university often use university restaurants where meals cost about £1.

Charges at Nice, which are a little cheaper than some centres, include meals on Sundays and evenings £1.00 a week for 40 meals. Details should be sent to the centre at 117 Rue de France, 06000, or for the list of all centres and addresses to the British Council, 11, Whitehall, London, SW1.

Holiday courses in France are held in various parts of Italy, although for many include Rome. The list can be had from the British Institute, 25, Bedford Square, London, SW1. In Germany courses in German are held in both Germany and Austria. Brochures can be supplied by the German Academic Exchange Service, 11, Arlington Street, London SW1, or the Austrian Institute, 25, Rusland Square, London SW7.

For the most exciting bit, you do need a guide. He scrambles over hill and dale from seaward. Etna is a perfect cone, but at the summit you are in a world of black mountains and undulating, eke-out, ever-shifting valleys, and you scramble after him. He leads you out to the new cone, on a pie-crust of rock, to peer into the furnace itself.

Taking leave of his senses, he stamps on the brittle shelf, breaks off big lumps and tases them into the flames. Within minutes, so quickly does familiarity breed contempt, you are a feeding the fires of Etna. Then you realize your rubber soles are melting, or a shift of wind brings the sulphurous fumes rolling down, and you hurry back to the Loud-Rover.

They have not, the director says. Etna erupts violently every three years or so and one visiting party in ten has to retreat from a sudden spurt of lava or take cover when the crater puts up a tracer barrage of red-hot missiles, which cool in the air and fall as boulders.



Mount Etna, Palermo: The Piccola Fontana in the cathedral cloisters.

# ETNA, PALERMO, TRAPANI

Three views of Sicily by Leslie Gardiner

We thought we knew the wonders of Italy, but the supreme wonder had eluded us—the ascent of Etna. Compared with Etna, those other Mediterranean volcanoes are smoking slag-heaps and disused quarries. The journey to Etna's summit (11,000ft) is "easy and comfortable", says the guide book. So it is, and that makes the arrival all the more impressive.

You start from Catania, the "Milan of the South", a heavily trafficked, rectilinear and gracefully baroque city. Its main street, Via Etnea, runs ruler-straight for several miles, a third of the way to the mountain, then starts to wind about. The lava flows, however, have not advanced far, and the grasses accompany you to 2,000ft. Oak and chestnut yield to pine and bracken, then to crumbling lifeless rufa.

At the Grande Albergo Etna (5,000ft) you lunch elegantly for £2 a head and drink the dark Etna wines and copper-coloured Etna amaro, grown in volcanic dust. At 6,300ft the still-excellent highway reaches the Splenza refuge, where you can change into special boots for £2 a head and drink the dark Etna wines and copper-coloured Etna amaro, grown in volcanic dust. At 6,300ft the still-excellent highway reaches the Splenza refuge, where you can change into special boots for £2 a head and drink the dark Etna wines and copper-coloured Etna amaro, grown in volcanic dust.

At the highest, straining a Loud-Rover awits and crawls on temporary roads of ash and clinker to the central crater—weather permitting. If it is unsettled, or the wind variable, the guides will not go, though there is nothing to stop you taking a chance on your own, to the vast granary-vallies cauldron of dense smoke and heat. Up and down from the refuge, on foot, takes seven hours.

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"The mountain costs a lot to maintain," the director says—he refers to the continual re-making of roads, flooded by the lava's temperamental outpourings. But 5,000 lire (about £5.50) for the whole trip—Catania to the summit and back—does not strike us as costly. On summer Sundays you can prolong the Etna excursion by going round the mountain (120 miles) on the narrow-gauge train, calling at Bronte. If you like, in appropriately Wuthering Heights country, to see where the novelist's father took his home from Castella Manciante stands close by, with a descendant at Lord Nelson will its residence, still calling himself Duke Bronte, and growing pistachio nuts, but not opening his house to the public.

The trail sets you down at Liagoiessa, on the north face of Etna, and Russian-built steps run you to the summit in an hour. You return to Catania via the Lemon Riviera, the sparkling coast. This is an organized excursion and costs about 10,000 lire (£7).

In summer also there is an early morning trip to see the first glowing, the sun rising and the marvellous panorama of Sicily, Calabria and the islands spreading in the dawn. (For excursion details, contact EPT Catania, address below.)

From Catania to Palermo you do it in two hours in a splendid multi-floor motorway, the autostrada di citrus fruits, over the orange plains and through the hot, lush interior. Near Etna it takes on the character of a roller-coaster circuit as it climbs in the highest provincial capital (inhabited claim) in Europe. Then you reach the sea. The coastal run is all anti-climax, through industrial suburbs to the shabby colonial capital of Aro and Normon, Angevin and Aragonese.

The best approach to Palermo is from the sea (big boats every night from Naples, £14 single, including cabin). The headlines roll back like curtains, the stage set of the city is revealed like a painted vision of Paradise—but Palermo in that respect resembles Istanbul; assure the oil lamp curtain.

Reckless of civility and Spanish Bourbon practical survival in the serenity of citizens. "Pion piano, alzar rifaccia", says the courtly telephone operator when you complain of a wrong number. "Calm down, and dial it again". The Moorish flavour is everywhere—in warrens of city lanes blocked by market stalls, behind ponderous cliffs of palaces and frothy awnings of palmetto; in the floridness of arabesque and mosaic, the golden extravagance of ceramic Bayeux tapestries, in Monreale cathedral, in the Norman Palaces and the Palazzo Chapel, where every square centimetre of stone is kaleidoscopically dressed with dazzling colour; and in the tiny palm gardens attached to cloister and convent.

With small crystal fountains and stouanite palm-tree pillars, the emblem of the Prophet.

Most of all you see it in the much-photographed San Giovanni degli Eremitii, the gorgeous church with rose-coloured buller dunes, embedded in tropical vegetation. But far as the keenest memory of Palermo is "a stroll across the Admiral's Bridge (a charming hump-backed piece of twelfth-century engineering) through a dismal waste of wading stions and car wreckers and their Alsatian guard dogs, to the housing estate where a Moorish jewel lies in a rubbish-tip, San Giovanni del Lebbrosi, indifferent to progress and decay, perfect in piety and simplicity.

St. John of the Hermits draws the crowd. St. John of the Lopera attracts only its own small congregation, but it branches the authentic atmosphere. It antedates the Crusades, is probably the oldest church in Sicily and almost certainly the most architecturally satisfying.

Palermo, a collection of little cities, is hard to get to know. The insignificant crossroads called Quattro Canti is usually considered its heart, but that in a long way from the uptown boulevard which opens on the Maritima Terminal, which most visitors regard as Palermo's Picaadilly. There is the English Gardens area, the complex of piazzas round the Modern Art Gallery, the monumental Piazza Bellini and opera house, the orio-critic Norman Palace district, the Cariboldi Garden edged with venerable local fountain, and scattered over the sprawling city.

In and around Piazza Rivoluzione, however, you feel yourself in touch with Palermo's heart—a nexus of route centres of fruit vendors, fishermen and working people, historically the spot from which Sicily always rises in rebellion. Here it rose at the Vespers, again in 1848, again for Garibaldi, again in 1943—and the day was nra

there, when Italy rises the price of her petrol by 25 per cent, the service station men of Piazza Rivoluzione are the first in down town. It is quite quiet. The pincers' busts—Wuodhuisc, Ingham, Vincenzo Florio along with the memorial tablets to distinguished visitors through the ages, from Garibaldi to Mussolini, are seen in the Florio museum-shrine. An interesting excursion—Monday to Thursday, from 11 out, ask for Doctor Cugnascio.

On Sicily's far western tip, with a prang into the sea, lies Trapani the provincial capital, "city of two seas", legendarily formed from the sickle which Ceres threw down in anguish, seeing Persephone vanish. Trapani's long straight streets, predominantly pedestrian, facilitate sightseeing.

The old harbour concentrates a view of life one associates with the back streets of Naples—noisy, grubby, good-humoured and full of domestic dromes. From the broad waterfront walkways and car ferries depart nightly for Pauciterium and Tunis and the hydrofoils buzz tirelessly to the Egadi Islands, the tiny-fishing centres. (Sixteen hours a day in summer, 60n for a 20-minute trip.)

Trapani has salt flats and windmills, nice gardens and elaborate churches of no great interest. At Villa Margherita you can see open-air opera in July (usually Bellini continued on page 39)



Cusa: Drums for the temple columns of Selinunte, abandoned on the road, about 480 BC.

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## GREEN ISLES OF THE NORTH

Dudley Wilson visits the Faroes



Fowling for sport and food.

Most people associate the Faroe Islands with weather reports, fish, pullovers and the inhospitable North Atlantic. Formerly visitors—mainly hardy, well-off sportsmen or ornithologists—put in with trawlers or aboard an Icelandic steamer which called periodically. But more recently DFOS has introduced a weekly service from Esbjerg with connections to Britain.

This remoteness from Britain has suddenly gone. Throughout the summer of 1976 a car ferry left Scrabster on Mondays for Thorshavn, the Faroe capital, crossing in 18 hours. The Snylil is 2,400 tons, owned by the Faroese government and her Icelandic owners in Scotland, Faroe, Iceland and Norway. She is the key communication link in a growingly significant northern community—wood panelled, clean cabins and restaurant—the successful service carries over 100 cars and 350 passengers on the journey to Scotland's "new" neighbour.

Faroe is now within range of British school parties. Scrabster is distant, but there are trains to Thurso and bus connections to us. BR's excellent Motorail is used. BR's excellent Motorail is in Inverness, which cuts the long road journey down to a short drive and is ideal for families. School groups in coaches should break the journey; I noted one school party making sensible use of Avicentura as a stopover.

Standards and costs of living in Faroe are high. Fishing is the economy's pivot, with Faroese fishermen said to earn £100 a day. Catches are good, and Faroese vessels second to none in design, daring and determination. They fish Newfoundland grounds for prawn and salmon as well as all deep-sea fish. The fishing industry is modern, efficient and profitable—and must remain so to enable the 40,000 islanders to survive.

What strikes first on arrival in Faroe are the colours of the houses, which are brightly painted and impeccably kept: green, blue, yellow, brown, red, black and white against the ice-blue ocean and moss-green cliffs.

Some old wooden cottages are finely carved and the grass growing on their roofs ensures a snug, solidly. Faroe is spick and span, Scandinavian in flavour, yet with a unique quality, largely the result of its remote, with sudden changes and plentiful rain. The air is a mix of boisterous and tender, with weather forecasts are a matter of life and death.

One of the best things about a Faroese holiday is that these picture-postcard buildings, mercifully free of TV aerials, become more than posters. They are a part of the landscape and hotels, few as they are, are a pleasure to stay with householers. One of my happiest memories is of

In Klaksvik I visited a fine modern (1963) which contains a very interesting museum. It is a museum of 1941 brought from the river and canal system. It is hoped that during 1977 a large number of schools and youth groups will discover and put in good use the educational possibilities of these waterways.

The National School Sailing Association has embarked on Inland Waterways Year 1977 to make schools aware of the curriculum and leisure opportunities offered by inland waterways. For subject areas cannot benefit from a short visit to a local waterway, nor from an extended study over a long weekend or weekday cruise offoot.

A leisurely cruise along canal or river—often away from the bustle of roads and cities—brings the geography of contours, flood plains and meanders vividly to life. The very waterways which were built and developed to meet the commercial needs of an industrial revolution still depict such history at every turn—by the locks, wharfs and factories which still stand, often only with a change of use, but have turned their doors to the road and railway rather than the water.

The varied design and architecture of bridges, locks and tunnels; the science and mathematics of locks, weirs, river and the boats themselves; the unparalleled opportunity to study the natural environment, animal and plant life from a vantage point which has its only access by boat, even English literature can find its clients and verse of the waterway, as well as history of its proponents along many a bank—especially of the Royal Thames.

So it is that as they flow through the commercial backyards of our cities to the quiet solitude of open countryside our rivers and canals offer many and varied opportunities to education.

In introducing Inland Waterways Year the N.S.S.A. has produced a booklet for teachers and youth leaders on organizing a canal or river cruise which gives much useful advice and a list of addresses. Written by two teachers who have

many years' experience of taking school parties on boating weeks along the canals it outlines the organizational aspects involved. The N.S.S.A. is also hoping later in the year to offer weekend cruises to teachers who may be interested in finding out more about educational boating.

To date two possibilities have been open to groups—in hire a cruiser, as an optional holidaymakers do, and cater for themselves or to make use of the few flats who provide a crew to run the boat. It is also possible to hire a specially equipped "cruiser boat" with canvas covers, and camp afloat.

Apart from the drawback that few teachers are familiar with such boating, there has always been the problem of numbers. Canal boats only take 12 passengers or 24 if a "hurry" boat is used. This is often a handicap in school parties, especially in term time when the need is for a full class or group to go.

In conjunction with the N.S.S.A.—and its Inland Waterways Year—Educational Cruises has been set up by two teachers to offer a dual service to school and youth groups. The main function will be to run educational cruises for parties of 30 together with two staff in a professionally skippered boat along the rivers Wey and Thames.

This floating classroom will be equipped with visual and other teaching aids, pupil worksheets, etc. for the staff to use as they cruise. One can imagine the impact of a history lesson when the boat moors alongside the Runnymede meadows for pupils to visit the Magna Carta and Kennedy memorials and, perhaps, to reenact the signing of the Great Charter.

Five day, long weekend or week long cruises are planned to suit the needs of all school and youth groups, and individual variations to itineraries or routes can be arranged for specialist groups such as A level geographers, botanists, or a London primary school to embark on a tube simon—or even a weekend Scout group to call in their National Water Activities Centre in Marlow.

Neill L. Ransom is vice-chairman of the National School Sailing Association and senior teacher at Richard Aldworth School, Brimscombe.

## INLAND WATERWAYS YEAR 1977

Introduced by Neill L. Ransom

In the past few years the leisure industry has done much to bring a second lease of life to that remarkable British heritage—our river and canal system. It is hoped that during 1977 a large number of schools and youth groups will discover and put in good use the educational possibilities of these waterways.

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In conjunction with the N.S.S.A.—and its Inland Waterways Year—Educational Cruises has been set up by two teachers to offer a dual service to school and youth groups. The main function will be to run educational cruises for parties of 30 together with two staff in a professionally skippered boat along the rivers Wey and Thames.

This floating classroom will be equipped with visual and other teaching aids, pupil worksheets, etc. for the staff to use as they cruise. One can imagine the impact of a history lesson when the boat moors alongside the Runnymede meadows for pupils to visit the Magna Carta and Kennedy memorials and, perhaps, to reenact the signing of the Great Charter.

Five day, long weekend or week long cruises are planned to suit the needs of all school and youth groups, and individual variations to itineraries or routes can be arranged for specialist groups such as A level geographers, botanists, or a London primary school to embark on a tube simon—or even a weekend Scout group to call in their National Water Activities Centre in Marlow.

Neill L. Ransom is vice-chairman of the National School Sailing Association and senior teacher at Richard Aldworth School, Brimscombe.

## Feel free!

### (Take a party to France.)

Yes, as the leader of a party of 15 or more fare-paying passengers you travel completely free. Which is something to think about.

Your students can get substantial fare reductions too! Up to 40% off for 10 or more travelling together—see these and other facilities below.

40% off for parties of 10 or more full-time students and under 21's.


30% off the normal return fare for everyone in a party of 25 or more: 20% off for 10 or more.

30% off the return fare too, for undergraduates travelling to a holiday course

at a French University, subject to certain conditions.

Budget Holidays in Paris and the French Riviera. Ask for details of these "all-in" holidays, run in conjunction with French Railways.

Don't forget, midweek travel means extra comfort.



Please send me details of the following:  
Tick brochure required. General Timetable and Fares List, including students reduced fares [ ] Inclusive Holidays [ ] Motorail Services [ ]

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Address \_\_\_\_\_

14/77

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## ANNIVERSARY IN ANTWERP

By Gillian Thomas



This year marks the 400th anniversary of the birth of the famous Flemish painter Rubens who lived and worked in Antwerp most of his life. Gillian Thomas went there to find out about the special activities which are being organized in this honour.

Never before has such a comprehensive collection of Rubens masterpieces been on show as the special exhibition which will run from June 23 to September 30 at Antwerp's Royal Museum of Fine Arts. For two years the curator has worked on the mammoth task of gathering more than 100 paintings and more than 60 drawings from galleries all over the world.

They have been chosen to depict Rubens' artistic development from when he was a young man to his death in Antwerp in 1680. The big coats of shipping and insurance, depicting young convalesces, make it a once-and-for-all operation—and an impressive focal point for the city's festivities.

The music, fashion and science of Rubens' time are all to be featured in special exhibitions during the summer months. There will also be a special "sun at Janina" in the quaint old Hendrick Conscienceplein and special concerts in some of the city's churches. In August the choir of King's College, Cambridge, will be singing seventeenth-century English music in the cathedral.

Much of Rubens' handwork is, of course, on permanent display in Antwerp because, as a successful interior decorator of the time, he was frequently asked to design and decorate civic buildings and churches.

The Gothic cathedral, which is one of the largest churches in the world, houses three massive canvases, though extensive long-term restoration work, unfortunately, disrupts from the building itself at

the studio in Rubens' house.

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The Gothic cathedral, which is one of the largest churches in the world, houses three massive canvases, though extensive long-term restoration work, unfortunately, disrupts from the building itself at

present. However, the 47 bells of its famous carillon are still able to ring out loud and clear.

Every Monday during the summer a special concert is to be played on them. The best place to hear their lovely sound is from one of the pavement cafes on the picturesque Schoenmarkt, from which—like so many of the city's old cobbled squares—traffic has been banned.

To enable visitors to find all the principal places with Rubens connections, the Tourist Office has just brought out a special leaflet complete with map and notes. There will also be Rubens walks conducted by the city's guides.

Incidentally, there are 60 of these and they can be hired at any time at 450 francs (about £7.50) for two hours, a worthwhile proposition for a group of visitors as the guides are mines of information and will gladly concentrate on any particular aspect of the city.

Two other leaflets cover the historic buildings of the old city such as the ornate gold houses, cobbled market-places and narrow alleys. As the area is so compact, it is possible to walk from one to another in a matter of minutes. The only problem is the need to get used to the fearfully uneven cobbles!

Rubens' House is, of course, one of the city's chief attractions. It is just a short stroll from the Meir, the main shopping street. A splendid villa round a walled garden courtyard, it houses not only his famous self-portrait but also many other works of art which he collected himself. His gallery studio is still set up with his easel and brushes.

The house will be brought to life for schoolchildren this year by the staging of everyday scenes from the time, as well as special conducted tours. The education service at the Royal Museum in Leopold de Waelplein is offering materials for project work on Rubens.

continued on page 40

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## ST DENIS SCHOOL - EDINBURGH

### Appointment of PRINCIPAL

#### January 1978

The Governors invite applications for the post of Principal at Mrs Nancy E. Low, the Headmistress, wishes to retire in December, 1977.

St Denis is a long-established, independent girls' school. The roll, 470, covers the age-range 5 to 18 years; there are approximately 150 boarders; there is also a nursery department.

Details of the post are available from Messrs Strathern & Blair, W.S. Secretaries to the Board of Governors, 22 South Chiswick Street, Edinburgh EH2 4AX, to whom applications should be made by February 28, 1977, will curriculum vitae and names of three referees.

## KINGSTON GRAMMAR SCHOOL

### 560 boys—Direct Grant proceeding to Independence

Following the appointment of Mr J. A. Storer, M.A., as Headmaster of Warwick School, applications are invited for the appointment of HEAD to take up post not later than Spring Term, 1978.

Salary equivalent to Burnham Scale 12 plus Outer London Allowance.

The present Headmaster is a member of the Headmasters' Conference.

Details and application form from: The Clerk to the Governors, Kingston Grammar School, Kingston upon Thames, Surrey, KT2 6PY.

## HOWELL'S SCHOOL, LLANDAFF

### (Direct Grant reverting to Independence)

#### HEADSHIP

The Board of Governors invite applications for the post of Head of Howell's School, Llandaff, which will become vacant during 1977 following the retirement of the present Headmaster, who will remain in office until the successful candidate takes up the post on either 1st September, 1977, or 1st January, 1978. The salary offered is the maximum of Group 9 (or present £7,905) with a substantial emolument for the supervision of the boarding side of the school.

The school is generously endowed. It has a three-form-entry from Year 3 and there is a total of 550 pupils, including 120 to the sixth form. There are about 100 boarders, living in four houses, under the care of non-teaching Housemistresses. Accommodation with full board is available for the 11-14 in the main building (without deducting from salary).

Further particulars regarding the school and the method of application for the post should be obtained from the Clerk to the Governors, Howell's School, Llandaff, Cardiff, CFS 2YD, to whom applications should send applications not later than 7th February, 1977.

## LOUGHBOROUGH HIGH SCHOOL

### Direct Grant Grammar School for Girls

#### Loughborough, LE11 2DU

Applications are invited for the post of HEAD which will become vacant on 31st December, 1977. Applicants should be Honorary Graduates of a British University, with teaching experience.

Loughborough High School is a Direct Grant School which is becoming independent, with 600 girls in the Upper School, including 45-Weekly Boarders.

Further details may be obtained from the Clerk to the Governors, Loughborough Endowed Schools, 3 Burton Walk, Loughborough, Leics. (Tel. (87D 0809) 4421)

## HEAD

Applications are invited for the post of HEAD which will become vacant on 31st December, 1977. Applicants should be Honorary Graduates of a British University, with teaching experience.

## INDEPENDENT continued

### By Subject Classification

#### Art and Design

#### Heads of Department

**BERMINGHAM**  
**EXETER HIGH SCHOOL FOR GIRLS**  
 Headmistress, 1977. Head of Art and Design. Details of the post are available from the Headmistress, Exeter High School, Exeter, Devon, to whom applications should be made by February 28, 1977.

**GLoucestershire**  
**CHELTENHAM COLLEGE**  
 Head of Art and Design. Details of the post are available from the Headmaster, Cheltenham College, Cheltenham, Gloucestershire, to whom applications should be made by February 28, 1977.

**Other Asestants**  
**WARWICKSHIRE**  
**THE KINGSTON SCHOOL**  
 Head of Art and Design. Details of the post are available from the Headmaster, Kingston School, Warwick, Warwickshire, to whom applications should be made by February 28, 1977.

**Other Asestants**  
**WARWICKSHIRE**  
**THE KINGSTON SCHOOL**  
 Head of Art and Design. Details of the post are available from the Headmaster, Kingston School, Warwick, Warwickshire, to whom applications should be made by February 28, 1977.

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## English

### Heads of Department

**YORKSHIRE**  
**HALESWOOD JUNIOR SCHOOL**  
 Head of English. Details of the post are available from the Headmaster, Haleswood Junior School, Haleswood, Yorkshire, to whom applications should be made by February 28, 1977.

**Other Asestants**  
**BERKSHIRE**  
**THE HORNETRY SCHOOL**  
 Head of English. Details of the post are available from the Headmaster, The Hornetry School, Berkshire, to whom applications should be made by February 28, 1977.

**Other Asestants**  
**BERKSHIRE**  
**THE HORNETRY SCHOOL**  
 Head of English. Details of the post are available from the Headmaster, The Hornetry School, Berkshire, to whom applications should be made by February 28, 1977.

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## DUCKINGHAMSHIRE

### Modern Languages

#### Heads of Department

**BUCKINGHAMSHIRE**  
**BUCKINGHAM COLLEGE**  
 Head of Modern Languages. Details of the post are available from the Headmaster, Buckingham College, Buckingham, to whom applications should be made by February 28, 1977.

**Other Asestants**  
**BUCKINGHAMSHIRE**  
**BUCKINGHAM COLLEGE**  
 Head of Modern Languages. Details of the post are available from the Headmaster, Buckingham College, Buckingham, to whom applications should be made by February 28, 1977.

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## INDEPENDENT

### Modern Languages

#### Heads of Department

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## Other Assestants

### Heads of Department

**BUCKINGHAMSHIRE**  
**BUCKINGHAM COLLEGE**  
 Head of Modern Languages. Details of the post are available from the Headmaster, Buckingham College, Buckingham, to whom applications should be made by February 28, 1977.

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## Colleges of Further Education

### Directors and Principals

**EAST SUSSEX**  
**HARTING COLLEGE OF FURTHER EDUCATION**  
 Principal. Details of the post are available from the Headmaster, Harting College of Further Education, Harting, East Sussex, to whom applications should be made by February 28, 1977.

**Other than by Subject Classification**  
**CHESTERFIELD**  
**BARNSLEY HALL SCHOOL**  
 Head of Department. Details of the post are available from the Headmaster, Barnsley Hall School, Chesterfield, to whom applications should be made by February 28, 1977.

**Other than by Subject Classification**  
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## CHANNEL ISLANDS VICTORIA COLLEGE

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## REQUIRED FOR SEPTEMBER 1977

# to teach BIOLOGY

to 'O' level and elementary Science (preferably with Chemistry to 'O' level)

Salary: Burnham Scale 1

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Norfolk County Council

## GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

### Great Yarmouth, Norfolk

# Principal

## Group 4 College

The appointment is to be effective from 1 September, 1977. Salary £8,989 p.a. in accordance with the Burnham Further Education Report 1976. Further details and application forms from the County Education Officer, Further Education Division, County Hall, Martineau Lane, Norwich NR1 2DL.



**City of Coventry**  
**COVENTRY TECHNICAL COLLEGE**  
Principal: R. A. Arentie, J.P., B.Sc. (Eng.) (Hons.), C.Eng., F.I.Mech.E.

**HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING GRADE IV**  
Salary Scale: £7,068-£7,944

Applicants are invited from suitably qualified and experienced persons for the above post.

The vacancy arises due to the appointment of the previous holder to the Vice-Principalship of another college.

Further details and application forms obtainable from the Principal, Coventry Technical College, Bulls, Coventry CV1 3GD, telephone 0203-87221, extension 270, to be returned by Thursday, 27th January 1977.

**STRATHGLYDE REGIONAL COUNCIL**  
**DEPARTMENT OF EDUCATION**  
Applicants are invited for the undermentioned Lecturing posts

**LECTURER IN GENERAL STUDIES (With English)**  
at Cardonald College of Further Education  
690 Moscrop Drive, Glasgow G2 6NR  
Applicants should hold an appropriate Degree

**LECTURER IN DISTRIBUTION AND MARKETING**  
at Central College of Commerce  
300 Colindale Street, Glasgow G1  
Applicants should hold appropriate professional qualifications and have business experience.

The salary scale for the above posts is Led. 'B' £2,070-£4,871 with placing on scale for relevant experience.

Further details can be obtained from the College concerned to whom completed applications should be returned not later than Friday, 21st January, 1977.

EDWARD MILLER  
Director of Education

**SHEFFIELD EDUCATION**  
Stamington College of Further Education  
Myers Grove Lane, Sheffield, S6 5JL

**DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING**  
**PRINCIPAL LECTURER**  
Applicants should have considerable experience in teaching and in industry and have graduate or equivalent qualifications.

**DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES**  
**SENIOR LECTURER IN BUSINESS STUDIES**  
Applicants should have considerable experience in teaching and in industry and have graduate or equivalent academic qualifications.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. J18) on receipt of a stamped addressed envelope, to whom they should be returned within 14 days of the appearance of this advertisement.

Applicants should state for which post they are applying.

**MINISTRY OF DEFENCE**  
**Burnham Lecturer Grade 1 (LANGUAGES)**  
IN THE TRAINING WING AT ROYAL AIR FORCE NORTH LUFFENHAM, OAKHAM, LEICS.

Applicants are invited from suitably qualified and experienced persons to fill this post as soon as possible.

DUTIES: to teach Spanish to RAF Colleagues and Civil Service Commanders. Linguist Level. Ability to teach military/technical Spanish especially with regard to RAE terminology.

**QUALIFICATIONS:** A Teaching qualification (not necessarily a Degree) and not essential but would be highly desirable.

**SALARY:** will be in accordance with the current scales for Teachers in Remuneration for Further Education, Bologna Scale, according to qualifications and experience. A non-transferable allowance of £382 p.a. will be paid for the slightly longer working year.

The appointment is portable under the Teachers Superannuation Act and the successful candidate will be granted established civil service status.

**APPLICATION FORMS:** Requests for application forms should be made to the Ministry of Defence, CM(S)13/87, and completed application forms should be returned not later than 10 days from the date of this publication quoting AW/1420.

**COLLEGES OF FURTHER EDUCATION continued**

**Other Appointments**

**AVON (COUNTY)**  
SOUTH GAVIN TECHNICAL COLLEGE  
Principal: J. D. B. Jones, B.Sc. (Eng.) (Hons.), C.Eng., F.I.Mech.E.

**HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING GRADE IV**  
Salary Scale: £7,068-£7,944

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300 Colindale Street, Glasgow G1  
Applicants should hold appropriate professional qualifications and have business experience.

The salary scale for the above posts is Led. 'B' £2,070-£4,871 with placing on scale for relevant experience.

Further details can be obtained from the College concerned to whom completed applications should be returned not later than Friday, 21st January, 1977.

EDWARD MILLER  
Director of Education

**SHEFFIELD EDUCATION**  
Stamington College of Further Education  
Myers Grove Lane, Sheffield, S6 5JL

**DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING**  
**PRINCIPAL LECTURER**  
Applicants should have considerable experience in teaching and in industry and have graduate or equivalent qualifications.

**DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES**  
**SENIOR LECTURER IN BUSINESS STUDIES**  
Applicants should have considerable experience in teaching and in industry and have graduate or equivalent academic qualifications.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. J18) on receipt of a stamped addressed envelope, to whom they should be returned within 14 days of the appearance of this advertisement.

Applicants should state for which post they are applying.

**MINISTRY OF DEFENCE**  
**Burnham Lecturer Grade 1 (LANGUAGES)**  
IN THE TRAINING WING AT ROYAL AIR FORCE NORTH LUFFENHAM, OAKHAM, LEICS.

Applicants are invited from suitably qualified and experienced persons to fill this post as soon as possible.

DUTIES: to teach Spanish to RAF Colleagues and Civil Service Commanders. Linguist Level. Ability to teach military/technical Spanish especially with regard to RAE terminology.

**QUALIFICATIONS:** A Teaching qualification (not necessarily a Degree) and not essential but would be highly desirable.

**SALARY:** will be in accordance with the current scales for Teachers in Remuneration for Further Education, Bologna Scale, according to qualifications and experience. A non-transferable allowance of £382 p.a. will be paid for the slightly longer working year.

The appointment is portable under the Teachers Superannuation Act and the successful candidate will be granted established civil service status.

**APPLICATION FORMS:** Requests for application forms should be made to the Ministry of Defence, CM(S)13/87, and completed application forms should be returned not later than 10 days from the date of this publication quoting AW/1420.

**HAMPSHIRE**  
FARNBOROUGH COLLEGE OF FURTHER EDUCATION  
1st, 7th, 9th, 11th, 13th, 15th, 17th, 19th, 21st, 23rd, 25th, 27th, 29th, 31st, 33rd, 35th, 37th, 39th, 41st, 43rd, 45th, 47th, 49th, 51st, 53rd, 55th, 57th, 59th, 61st, 63rd, 65th, 67th, 69th, 71st, 73rd, 75th, 77th, 79th, 81st, 83rd, 85th, 87th, 89th, 91st, 93rd, 95th, 97th, 99th, 101st, 103rd, 105th, 107th, 109th, 111st, 113st, 115st, 117st, 119st, 121st, 123st, 125st, 127st, 129st, 131st, 133st, 135st, 137st, 139st, 141st, 143st, 145st, 147st, 149st, 151st, 153st, 155st, 157st, 159st, 161st, 163st, 165st, 167st, 169st, 171st, 173st, 175st, 177st, 179st, 181st, 183st, 185st, 187st, 189st, 191st, 193st, 195st, 197st, 199st, 201st, 203st, 205st, 207st, 209st, 211st, 213st, 215st, 217st, 219st, 221st, 223st, 225st, 227st, 229st, 231st, 233st, 235st, 237st, 239st, 241st, 243st, 245st, 247st, 249st, 251st, 253st, 255st, 257st, 259st, 261st, 263st, 265st, 267st, 269st, 271st, 273st, 275st, 277st, 279st, 281st, 283st, 285st, 287st, 289st, 291st, 293st, 295st, 297st, 299st, 301st, 303st, 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Assessment Centres

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RECREATION OFFICERS

HARLINGTON SPORTS CENTRE: Responsible to the Manager for the safe and effective operation of the Centre...

HILLINGDON: Application forms and further details from the Personnel Officer...

WILTSHIRE COUNTY COUNCIL: Youth and Community Services J.N.C. III £3,428-£3,888 + £312 p.a. supplement.

WILTSHIRE COUNTY COUNCIL: Qualified Youth and Community Worker for development of the Service at the Tidworth Town Sports Centre...

WILTSHIRE COUNTY COUNCIL: Job Description and terms from Chief Education Officer...

WILTSHIRE COUNTY COUNCIL: The British Council invite applications for the following posts:

Norway: Teachers of English required for August, 1977, by Folkeuniversitet (the Folk University) of Norway...

Teaching English in Munich: We require experienced teachers of English as a foreign language from August 15th, 1977.

Nigeria: Senior Lecturer N7,104-N7,752 (approx. £8,231-£8,800) to teach one of the following subjects...

Nigeria: Lecturer Grade I N8,444-N8,884 (approx. £8,862-£9,128) to teach one of the following subjects...

Nigeria: Lecturer Grade II N6,480-N6,432 (approx. £4,788-£5,842) to teach one of the following subjects...

Nigeria: Assistant Lecturer N4,388-N5,340 (approx. £3,831-£4,884) to teach one of the following subjects...

Nigeria: Candidates must have a good honours degree from a recognised university and, for the most senior post, a masters degree would be an advantage.

Nigeria: Application forms should be sent to the Director of Education, Lagos, Nigeria, closing date 31st January, 1977.

Nigeria: CAMBRIDGE INSTITUT, Ridgestraße 8, München 22, Telephone: 089 221150.

OVERSEAS Appointments continued

FRANCE: UNITED NATIONS LANGUAGE INSTITUTE: 112 rue de la Harpe, Paris 5th.

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OVERSEAS Appointments continued

TURKEY: TEACHING IN THE MINISTRY OF NATIONAL EDUCATION: Ankara, Turkey.

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TURKEY: TEACHING IN THE MINISTRY OF NATIONAL EDUCATION: Ankara, Turkey.

THE UNIVERSITY OF PETROLEUM AND MINERALS

SAUDI ARABIA: Invites applications for PHYSICAL EDUCATION SPECIALISTS. In four its general Faculty comprising 16 Physical Education specialists...

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**London Borough of Redbridge**  
**Professional Assistant**

Salary SO1/2/PO1, £4,836-£5,847, including London Weighting and Supplement.  
 Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration.  
 Fringe benefits include assistance with removal and resettlement expenses, casual user car allowance and local authority housing facilities.  
 Further details and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex, IG1 1NN, to whom completed forms should be returned by 26th January, 1977.

**HERTFORDSHIRE COUNTY COUNCIL**  
**ASSISTANT EDUCATION OFFICER SPECIAL EDUCATION**

Salary scale £7,161 to £9,256 (Inclusive)  
 A vacancy exists for an Assistant Education Officer with responsibility for special education throughout the County. Applicants should be graduates of a British university who have had good teaching experience and should preferably have held responsible posts in education administration.  
 Applications in writing to County Education Officer (Ret. AFS/611), County Hall, Hertford (from whom further particulars may be obtained) with names of two referees, by 7 February, 1977.

**COLLEGE OF TECHNOLOGY CALABAR, NIGERIA**  
 Applications are invited for the posts of:  
**COLLEGE BURSAR**  
**COLLEGE LIBRARIAN**

The Bursar, who must be a qualified accountant, will be responsible to the Principal for the administration of college finances.  
 The Librarian, who should possess a degree and professional qualification, will be responsible for the administration and development of library facilities. For both posts, previous experience in an institution of Higher Education is necessary. Appointments can be made on a 2 year contract basis.  
 Salary, including contract addition and terminal gratuity, in the range £9,700-£11,000.  
 Fringe benefits include housing, car allowance, sabbatic leave, terminal leave and leave allowances.  
 Further details and application form by letter or telephone from:  
 Recruitment Associates, 16 Warren Road, Guildford, Surrey, Telephone: Guildford (0483) 68977

**Cambridgeshire County Council**  
 Applications are invited for the following posts:  
**Deputy Area Education Officer**  
 for the Cambridge Area

which include the Cities of Cambridge and Ely and the Surrounding Countrywide Area. Administration presents an exciting challenge and the post offers excellent experience. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.  
**Assistant Education Officer (Further Education) (HQ)**  
 This post becomes vacant on 1st January 1977 following the promotion of the present post-holder. Duties include responsibility to Senior Education Officer (FE) for professional aspects of administration of Further and Higher Education and Awards.  
 Salary scale PD2 (2-6) £6,057-£8,729 plus £312 supplement.  
 Candidates for either post should be graduates, have good teaching experience and, preferably, relevant administrative experience.  
 Further details obtainable from Chief Education Officer, Shira Hall, Cambridge CB3 0AP (quoting name and address of two referees) to whom letters of application should be sent not later than 31st January 1977.

**OVERSEAS Appointments continued**

**QATAR**  
 Post 13: Post 13 is a full time post in the Ministry of Education, Doha, Qatar. The post holder will be responsible for the administration of the Ministry of Education. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Ministry of Education.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.  
**AFRICA**  
 Post 14: Post 14 is a full time post in the Ministry of Education, Accra, Ghana. The post holder will be responsible for the administration of the Ministry of Education. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Ministry of Education.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.  
**SPAIN**  
 Post 15: Post 15 is a full time post in the Ministry of Education, Madrid, Spain. The post holder will be responsible for the administration of the Ministry of Education. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Ministry of Education.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.  
**ZAMBIA**  
 Post 16: Post 16 is a full time post in the Ministry of Education, Lusaka, Zambia. The post holder will be responsible for the administration of the Ministry of Education. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Ministry of Education.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.

**HERTFORDSHIRE**  
 HOVAL NATIONAL INSTITUTE FOR THE BLIND  
 Applications are invited for the post of:  
**Principal Educational Officer**  
 The post holder will be responsible for the administration of the Institute. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Institute.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.  
**LINCOLNSHIRE**  
 PRINCIPAL EDUCATIONAL OFFICER  
 Applications are invited for the post of:  
**Principal Educational Officer**  
 The post holder will be responsible for the administration of the County Council. The post holder will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the County Council.  
 Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.

**LOCAL GOVERNMENT TRAINING BOARD**  
**ASSISTANT EXAMINATIONS OFFICER**

Applications are invited for this new post which will be concerned with the development, revision and introduction of the examinations which the Board administers.  
 Candidates should have experience in the multirole associated with examinations and in the application of compiling techniques to the processing of examination data.  
 The post will involve the successful applicant in committee work associated with these examinations, and in the preparation of any revisions to examination arrangements.  
 The post is based at the Board's offices in Luton, and will be subject to local government conditions of service and superannuation. Salary will be within the scale (£5,406-£8,057) plus £312. Application forms, returnable by 31st January, together with further particulars may be obtained from the Personnel Assistant, Local Government Training Board, 8 The Arcade Centre, Luton LU1 2TS.

**EDUCATION DEPARTMENT**  
**PRINCIPAL ADMINISTRATIVE OFFICER**  
 PO110, £5,691 pd to £8,342 ps, including London Weighting, plus £312 ps supplement.  
 Responsible to the Assistant Director of Education (General Services and Finance) for all supporting administrative services: general advice on procedures, financial planning and control, general supervision and collection of estimates, staff training, equipment, committee reports, special projects and analysis. This post is the most senior in the administrative support structure of an important and demanding service. It calls for wide experience (gained preferably in an Education Department) together with leadership and discretion of a high order.  
 Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, legal fees incurred in house purchase up to a maximum of £400 and lodging allowance.  
 A 26-hour week, is worked over a nine-day fortnight or 4/4-1 day week with flexible starting and finishing times.  
 Application forms and further details available from the Personnel Officer, Regional House, 35 Market Square, Uxbridge, Middlesex UB8 3TR. Telephone: Uxbridge 32811, extension 28, quoting reference E/28/132X.  
**LONDON BOROUGH OF HILLINGDON**  
 Closing date: February 4, 1977.

**ilea** INNER LONDON EDUCATION AUTHORITY  
**Staff Inspector for Non-Vocational Further Education**  
 required to inspect and advise on the development of adult education in the Authority's aided and maintained non-vocational educational establishments, to be responsible for advice on educational aspects of the work of the Youth Service, and to coordinate inspection activities within the field.  
 Applicants should have an appropriate academic qualification and substantial relevant teaching and organisational experience. Salary range: £8,874 - £10,027 (inclusive of London Weighting) with possible progress to £10,969.  
 Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB.  
 Forms to be returned by 26 January 1977.

**MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY**  
**SECONDARY SCHOOLS**  
 APRIL 1977  
 (British Families Education Service)  
 Applications are invited from qualified Secondary Teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools in the Federal Republic of Germany for April 1977.  
**QUEENS SCHOOL—RHEINDAHLEN** Scale 1  
 Bilingual Studies to include Typewriting, Commerce and Shortland (Pittman's 2000). Knowledge of City and Girls Foundation Certificate course would be an advantage.  
**WINDSOR BOYS SCHOOL—HAMM** Scale 1  
 Graduating to teach French to 'A' level with some subsidiary German. Boarding. Dishes essential.  
**KINGS SCHOOL—GUTERSLOH** Scale 1  
 Teacher for Sociology to 'O' and 'A' level with Social Modern Studies and Civics in years 4 and 5.  
 Two Scales 1 Linguists to teach both French and German, able to teach both subjects to GCSE level—preferably French to 'O' and 'A' level.  
 Scale 1 Teacher of Physics to 'O' level. Experience of Combined Science and Technology to City and Girls an advantage.  
 Salary is in accordance with current British scales plus £312 supplement and London Allowance of £487.50. A Superannuation, financial rights are also provided. Foreign Service Allowance, A tax free allowance is payable. Accommodation is provided in each school.  
 Officers of Engagement. Initial engagement is for three years. All applicants should be able to teach in the United Kingdom. Candidates must have been in the service of the Ministry of Defence after the age of 21 and must be available for service in the United Kingdom for a period of 12 months. Requests for application forms and further information should be made on a postcard or by telephone to:  
 Invicta Children's Education Authority (CI) NW 41  
 Teacher Appointments Section, IAE Court Road, Egham LONDON TW20 5NR  
 Tel: 01-859 2112, Ext. 29 or 245

**ilea** INNER LONDON EDUCATION AUTHORITY  
**INSPECTOR OF PRIMARY EDUCATION (District Rank)**  
 Salary Range: £8,680-£9,526  
 (Inclusive of London Weighting) with possible progress to £10,546  
 The Inspector of Primary Education (District Rank) will have delegated responsibility for the Staff Inspector for certain aspects of the work of the primary team and will in addition advise on the needs of primary schools in one division. All members of the primary team have a general responsibility for advising on the development of primary education in the LEA area as a whole.  
 Candidates should have substantial experience of teaching in primary schools and appropriate qualifications.  
 Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB.  
 Forms to be returned by February 1, 1977.

**ST. HELENS**  
 Metropolitan Borough of Education Department  
**CAREERS SERVICES**  
 CAREER OFFICER  
 Salary: £5,245 to £5,990 per annum plus £312 supplement.  
 Applicants should preferably have obtained a degree in a related field and hold appropriate qualifications in Vocational Guidance or Vocational Services or Vocational Training.  
 The duties attached to the post will be to be exclusively concerned with the provision of career advice and assistance for unemployed young people.  
 Application forms and further particulars are available from the Director of Personnel and Central Services, County Office, Lincoln, in which they should be returned by 20 January, 1977.  
**DURHAM COUNTY COUNCIL**  
 Applications are invited for two posts of **CAREER OFFICER** based at Eslington Careers Office, Eslington, Durham. The successful candidates will be required to have a minimum of £3,651 for these posts and appropriate experience. Candidates should possess the appropriate professional qualifications in Vocational Guidance or Vocational Services or Vocational Training.  
 Further details and application forms, returnable by 20th January, 1977, from the Director of Learning, D/C, County Hall, Durham, DL1 1TA. Closing date: 17th January, 1977.

**Information THE COUNCIL FOR EDUCATIONAL TECHNOLOGY**  
 Is looking for an **Information Assistant**  
 to be responsible for operating a newly set up Information system. A combination of enthusiasm, application to detail, and tact will be needed to get the system going. Some experience of library/information work would be useful. An ability to grasp abstract concepts and apply them to practical situations is essential.  
 Starting salary £3,802 p.a.  
 Closing date for applications, 1 February, 1977.  
 For full details please write to Jill Coates, Information Officer, Council for Educational Technology, 3 Devonshire Street, London W1N 2EA.

**The British Council**  
 Invites applications for the following posts:

**Head of English (Yemen)**  
 National Institute of Public Administration, Taiz  
 To administer the English Department and to teach English language up to Cambridge Proficiency level to adult Yemeni students.  
 Candidates: men only, must be graduates with five years' TEFL experience; TEFL qualification desirable.  
 Salary: £4,389-£5,409 p.a. tax free.  
 Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable.  
 76 AD 59

**Lecturers in English (Egypt)**  
 Modern Bey Technical School, Alexandria  
 Degree in English or Modern Languages and TEFL/ Applied Linguistics qualification.  
 Five years' experience including teacher training and secondary/technical work in ESP.  
 Salary: in excess of candidate's current UK emoluments.  
 Benefits: free furnished accommodation; overseas and children's allowances.  
 Three-year contracts with the Ministry of Development.  
 26 AS 118-119

**Lecturer in English (Zambia)**  
 UN Institute for Namibia, Lusaka  
 To teach English to approximately FCE level; set and apply proficiency tests; develop ESP courses and materials; organize and run an English Language laboratory.  
 Degree, postgraduate qualification in TEFL/TEFL and at least three years' overseas experience preferably teaching adults and including some ESP.  
 Salary: £4,589-£5,618 p.a.  
 Benefits: overseas and children's allowances; free accommodation. Two-year contract.  
 76 HO 152

**English Language Teaching Assistants (Soviet Union)**  
 For universities and institutes of higher education. A degree with PGCE and relevant experience. ELT qualification and knowledge of Russian desirable.  
 Salary: 225 roubles per month (present rate of exchange 1 rouble = 2.23 pounds); tax free; non-convertible. Sterling subsidy of £1,800 paid in Britain.  
 Benefits: subsidized accommodation; employer's portion of superannuation. Contract for one academic year (10 months).  
 77 SU L10

**Senior Teacher/Teacher of English (Iran)**  
 Iran-British Ship Management Co. Abadan  
 Tenable from March/April, 1977.  
 Senior Teacher or Teacher, required to prepare ESP materials and/or teach general/technical English up to FCE level to naval cadets and ratings.  
 Degree or teacher's certificate and three years' relevant experience essential.  
 Postgraduate TEFL qualification essential for Senior Teacher desirable for Teacher. Experience of materials preparation and ESP desirable.  
 Salary: Senior Teacher: £4,589-£5,618 p.a.  
 Teacher: £3,732-£4,374 p.a.  
 Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation. Two and a half year contract with the British Council.  
 77 HO 22

**Teacher of English (Chile)**  
 Chilean-British Institute, Santiago  
 Single graduate with TEFL qualification, aged 25-35.  
 Salary: £3,732 p.a.  
 Benefits: free furnished flat; medical scheme. Two-year contract, renewable.  
 75 UO 153

Return fares are paid. Local contracts are guaranteed by the British Council.  
 Please write, briefly stating qualifications and length of appropriate experience, on a separate sheet, reference number and title of post for further details and an application form to The British Council (Appointments), 65, Davies Street, London W1V 2AA.

**SCEA**  
 Invicta Children's Education Authority (CI) NW 41  
 Teacher Appointments Section, IAE Court Road, Egham LONDON TW20 5NR  
 Tel: 01-859 2112, Ext. 29 or 245

**Education Area Education Officer**  
 Gedling Area  
 £8,057-£8,729 plus £312 supplement  
 This vacancy arises following the appointment of the present holder to a more senior post in the Department.  
 The Area Office, based at Bronnhill House, 33 Main Road, Gedling, Nottingham, services the day-to-day needs of 49 Primary, 3 Special and 7 Comprehensive Schools as well as a College of Further Education. There are nearly 19,000 children of school age.  
 Duties include the servicing of Managers of primary schools; the allocation and appointment of teaching staff to schools; work in conjunction with the major and minor building programmes; a variety of other duties generally associated with the educational establishment; supervision of the Area Administration and liaison with the Departmental Headquarters.  
 Candidates should be graduates of a British University, have had teaching experience and preferably administrative experience with a Local Education Authority.  
 Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.  
 Terms and Conditions of Appointment and application forms can be obtained from the Director of Education (ret. ADM/4), County Hall, West Street, Nottingham, Nottingham, by date 29 January 1977. Please quote ref. 028419.

**Nottinghamshire County Council**  
 County Hall West Bridgeford, Nottingham NG1 7EP

**Birmingham Youth Treatment Centre**  
**DIRECTOR**  
 Candidates must have experience in the fields of education, social work, psychology or psychiatry and in particular experience of caring for adolescents in a residential setting. A professional qualification and a sound theoretical knowledge of research and development in the child care and social work fields will be advantageous.  
 Starting salary will be between £8030 and £8650 (according to qualifications and experience) plus pay supplement where applicable. There is a pension scheme and rented accommodation will be available.  
 For further details and an application form (to be returned by 3 February 1977) write to: Civil Service Commission, Alconon Link, Edingwold, Hants, RG21 1JF, or telephone Edingwold (0256) 68651 (answering service operates outside office hours). Please quote ref: G/9451/3  
 The Director will be responsible for the overall administration of the Centre, and development of care, education and treatment programmes, and the direction and support of the staff groups.  
**Department of Health and Social Security**

**NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES**

**National Monitoring of School Performance**  
 The NFER has been commissioned by the DES to undertake the monitoring of performance in Language and Mathematics at both primary and secondary level in schools in England and Wales. This work will be carried out in close association with the DES Assessment of Performance Unit. The work of the project teams is due to commence in April, 1977. Applications are invited for the following posts:

**1. Mathematics Monitoring Team**  
**Principal Research Officer (project leader)**  
**Research Officer**  
**Assistant Research Officer Grade 2 (2 posts)**  
 Applicants for the two senior posts should be professionally qualified in mathematics, with evaluation and/or test construction experience in this field. Applicants for the two AR2 posts, one of which will be shared with the Language Monitoring Team, should hold a first degree in mathematics.  
 In a related discipline or in one of the social sciences. The second of the two AR2 posts will be concerned primarily with technical and administrative matters common to the work of both monitoring teams.

**2. Language Monitoring Team**  
**Senior Research Officer**  
**Research Officer**  
**Assistant Research Officer Grade 2**  
 Applicants for the senior posts should be professionally qualified in English, preferably with an additional qualification in Applied Linguistics and should have evaluation and/or test construction experience in the field of language assessment. Applicants for the AR2 posts should hold a first degree in one of the social sciences. The Principal Research Officer, the Research Officer and the Assistant Research Officer posts for three years and the Assistant Research Officer Grade 2 posts for two years. All posts will be based in Slough, but applicants must be willing to travel throughout England and Wales. Please apply to Mrs P. P. Harris, Personnel Officer, for Application Forms, Further Particulars and salary scales. National Foundation for Educational Research, The Mans, Upton Park, Slough SL1 2DQ. (Telephone Slough 28161). CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS: 31st JANUARY.











Television

That new black magic

Kenneth Cripwell

Worldwide View: Television in Black Africa.

Richard Kershow's series of three hour-long programmes on BBC2...

Television services are extremely expensive and require massive financial backing...

In the flimsy Italian television had set up a programme aimed at teaching literacy to adults...

The visitors' book of Telesuola reads like a Who's Who of African politicians...

obly the most important one in Africa, Niger is such a poor country that it cannot afford information commercial television...

But within this limitation there was clear evidence of a refreshing willingness to provide a balance...

In Zanzibar the television service has been bought from the proceeds of the clove industry...

News in the French-speaking countries relies heavily on imported news clips from either France or Belgium...

Light on a dismal science

Catherine Basham

The Age of Uncertainty, BBC 2, Mondays at 10.00 from January 10.

Lord Keynes is quoted in the first programme of this series as saying "The ideas of political economists and political philosophers, both when they are right, and when they are wrong, are more powerful than is commonly understood..."

and economic factors". The first programme, "The prospects and perils of classical capitalism", is shown last Monday...

Smith's faith in the merits of the unhampered pursuit of self interest by all is not borne out by later events—the Highland Clearances (which were probably the cause of Galbraith's forbearance...

J. K. Galbraith, Professor of economics at Harvard, is unique among economists in writing lucidly and entertainingly about his subject.

Galbraith's brief was to cover the rise and crisis of industrial society seen in the light of social

Radio

The inner pulse of Lawrence

Brendan Hennessy

Sons and Lovers, BBC Radio 4, Sundays, after the 9.00 news.

D. H. Lawrence is dramatic stuff. Characters peel the varnishes off each other, discovering for themselves, and for us, their inner pulses...

The theme has been adapted to give a feeling of rising action. The love and ambition of Mrs Morel for her two oldest sons, William and Paul, swell in the embittering circumstances of her marriage to a miner...

This production recognizes how Lawrence's insights tend to flash out of dramatic incidents—and that the trick lies in the selection. Whereas other kinds of writers, striding in deep wells, can easily be mutilated by adaptation for radio...

If you missed this week's production, the abridged version will be in the Listener; if for some compelling reason you cannot be around at 10.00 on Monday, The Age of Uncertainty will be published by BBC Publications/Andre Deutsch on February 24 (7.25).



J. K. Galbraith

ETV

Fun, experiments and a new species

Frederick Aicken on science series

Some of the remarks which introduced ITV's previews of school broadcasts made the self-respecting science teacher bristle.

As far as entertainment value goes, the most successful programme was a rather chemistry—programmes which could supply experience beyond the scope of the school laboratory...

Like many other educational aids, television should stimulate activity, especially in the mind. In the introduction to his new series, David Bellamy, with characteristic ardour, exaggerates the need for a rudimentary knowledge of biology could transform an ordinary walk into a mind-blowing experience...

Now, he had chosen to appear as a bear. He had decided to emphasize that education should be fun. He had the plot of a far-fetched travelling author, but then he was not a writer. French or English mother tongue.

the preview, indicated the choice is not typical. Dr Bellamy's enthusiasm is genuine and, for a time, infectious; and he obviously gets a lot of fun from these television excursions...

Since science involves discovery not only of information but of ideas and principles, the success of any programme is measured by how much it motivates viewers to discover more for themselves.

In BBC's Biology (Wednesdays, 11.40) the treatment is impersonal and the precise lessons to be learnt are shaped by class discussion.

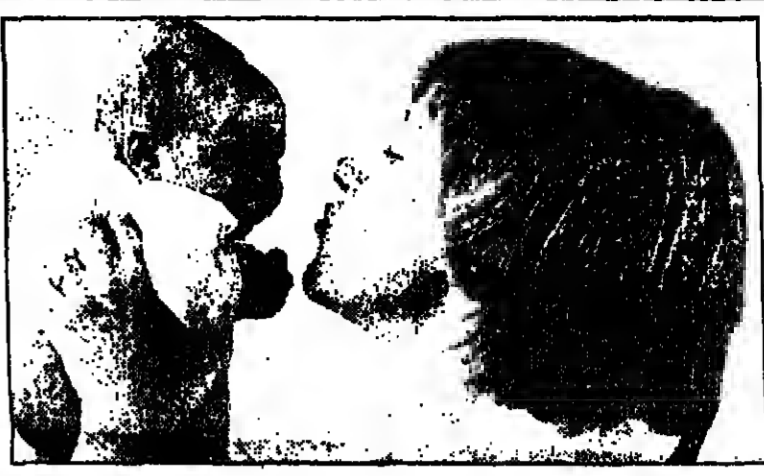
On Safari is a classic example of a simple idea carefully developed in a programme with a beginning, a middle and an end. Because of the BBC's excellent production standards, contrast it with part of the Physical Science series (Tuesdays, 11.40) which, like its fellow BBC series on Biology, has been seen before. Some programmes are criticized for being packed with too much information; yet they have stood the test of time because they can be viewed selectively, information being selected according to the needs of different lessons.

Such programmes are more untidy than, say, "Free Fall" which, being less ambitious, can be arranged more neatly and completely into its slot. But they are more adaptable to different classes and age groups. It is possible, for example, to select parts of "Fluids" to introduce particle theory to second formers and to use the same programme, in a more complex subject, for the fifth form.

This use of the video tape recorder can transform Granada's Experiment series on A Level chemistry (Fridays, 11.43) into a desirable exploration. It does not matter how complex subjects have been criticized for being packed with too much information; yet they have stood the test of time because they can be viewed selectively, information being selected according to the needs of different lessons.

The documentary paradigm with this play, "Man's best friend", looks at the relationship between humans and dogs; at working dogs, pets and the dangers associated with dogs. Suggestions for books to read and ideas for further study are skilfully built into the programmes and developed in the pupils' pamphlets. These pamphlets are essential as they are used both during and after the programmes.

Themes examined during the term include relationships, sex roles, caring, feeding, superstition, reality and fantasy. For pupils not able to communicate on this level there are also practical themes. The final play is about a teenage girl who, finding school intolerable, prefers to play truant to be with her girl friend and young baby.



Healthy attitudes

Jackie Hardie on education for parenthood

Facts for Life (Tuesdays 9.47, Thursdays 9.42, ITV) is a series of 10 20-minute programmes for students of 15 and over in schools and colleges. It aims to stimulate and tell them about current issues in health education.

Five programmes were transmitted during the autumn term and the first subject to be explained this term. Parents, doctors, nurses, health educators, teachers and teenagers were consulted on the contents and the result is a human, informative and visually attractive series.

The first of this term's programmes, "The least you can do" (first broadcast last year), outlines human concepts of contraception. Grande says the material "does not seek to persuade people either to participate in or abstain from sex, but it does try to encourage responsibility by informing people about consequences and about precautions." The teacher's handbook gives a synopsis and extra information.

The remaining four programmes, "Family Matters", have not been seen before. Antenatal care is the first subject, explaining what happens during pregnancy and why important antenatal aspects, such as ultrasonic scanning, are done.

The second programme deals with the birth of a baby in a Stockport maternity hospital. Christmas is the mother and during the first stage of her labour, medical and antenatal care are used to explain jargon such as "show" and techniques such as those used for pain relief. Christmas's husband is present throughout the birth and his role is shown to be important.

Unlike most filmed births, the baby's head does not emerge easily; the struggle and hard work of the mother and the anxiety of the father and relief of both parents when their half-hour in the delivery room.

Their chatting over a cup of tea minutes after the birth shows the mother's worries about the mother's

Briefings

Radio and tv

FE and general interest

Other People's Children (Sunday 13.25 BBC1; Tuesday 14.15 BBC 2; Thursday 18.45 BBC 1)

Advice and information for child-minders. The Education Debate (Tuesday 23.15 BBC 1)

Smart Marlowe, Editor of the TES, and Peter Brown, deputy head of Archbishop Holgate School, join Sir Alex Smith to discuss the argument that the sorry underachievement production skills and industry falls in a rather clever people.

Musical Maestro, Please! (Friday 19.00 Radio 3)

Ten programmes on how the listener can get more enjoyment from music. Paul Roberts investigates further to get more out of music re-creating a piece of music as the composer first imagined it.

For schools How we used to Live (Monday 9.57, Thursday 11.30 ITV)

Continuing the saga of the families who occupy 13 Sultan Street. Eight in 12-year-olds learn the effects of the General Strike. Look Around (Monday 10.25 ITV)

The over-10s study changing building techniques especially in relation to homes and bridges. Construction illustrates modular building. Look and Read (Tuesday 10.00, Friday 10.00 BBC 1)

The new serial based around a local newspaper and two reporters. Messages made from newspaper cuttings further to get more out of nine-year-olds reading ability. Resource material is broadcast on Monday, January 17, 11.40, VHF 4. Maths Workshop 1 (Wednesday 11.00 BBC 3)

"Round-up one" initiates six weeks work on the circle, spiral and helix for nine and 10-year-olds. Revision of last term's work is followed by an unusual introduction to circles. The Land (Wednesday 11.30, Friday 10.30 ITV)

Examination-oriented pupils look at part of the Dartmoor National Park. Copious is laid on the formation of the Dartmoor Area settlements, the local mining industries and water power. Scene (Thursday 11.00 Friday 14.02 BBC 1)

A play for 14 to 16-year-olds about two teenagers who realize how much they rely on their mother when she mysteriously disappears. Our Changing World (Tuesday 11.40 VHF 4)

A unit on France dealing with four basic topics, transport and trade, power, farming, conservation and leisure. Thirteen to 16-year-olds see how modern technology is changing the car and location of main port functions in Bordeaux. Living Language (Thursday 14.00 VHF 4)

Nine to 11-year-olds are introduced to Homer's Iliad. Prospect (Friday 11.40, VHF 4)

General sixth forms follow the ideas of Dr Kie Pedler in a survey of environmental problems. The Great Harmony of Nature concentrates on the philosophical attempts of Johnson and Swift to place man in the context of nature.

Cherida Mares

These programmes may need to be used differently from regular series—perhaps by selecting only part of a programme; using a specially prepared commentary or by video taping and showing pupils to watch the programme more than once. Although it is useful to have these suggestions, not all schools are so organized that full use can be made of occasional programmes. Anyway there is no substitute for programmes specially prepared for slow-learning children.

Even in times of economic stringency it does not seem unreasonable to ask that Television Club should be made available throughout the school year—this could be done by making more use of repeats or by editing programmes from other series and transmitting them at Television Club time in the autumn term. The teachers' notes say "The series is called Television Club and we hope it can really work like a club". For part of the year and for some pupils this may well happen—but not when the club is closed from July until January.

Opportunity to join the club

Television Club (BBC, Tuesdays 10.40, Wednesdays 10.00) makes a welcome reappearance this term after its usual six months' absence. Planned for the least successful 15 per cent of children in the first 10 years of secondary education, the series is designed to awaken interest, extend language skills and inspire practical and imaginative activities.

In its early days Television Club was immediately recognizable as a series beginning with the parents' more recent series, particularly the dramatization, have a father going to bed, the subjects, treatment and a standard of writing and acting which would have impressed most young teenagers.

The programmes are grouped in pairs. The first programme in each pair is one of the new plays by David Cook. The second programme is a documentary based on a topic taken from the previous week's programme.

The plays are concerned with the activities and adventures of nine young people living in a family group children's home. The first play this term is about an 11-year-old called Jimmy who finds a stray dog. When the house-mother explains that he cannot keep the dog Jimmy decides to run away. The play follows his adventures and his attempts to face up to reality.

The documentary paradigm with this play, "Man's best friend", looks at the relationship between humans and dogs; at working dogs, pets and the dangers associated with dogs. Suggestions for books to read and ideas for further study are skilfully built into the programmes and developed in the pupils' pamphlets. These pamphlets are essential as they are used both during and after the programmes.

Themes examined during the term include relationships, sex roles, caring, feeding, superstition, reality and fantasy. For pupils not able to communicate on this level there are also practical themes. The final play is about a teenage girl who, finding school intolerable, prefers to play truant to be with her girl friend and young baby.

who, finding school intolerable, prefers to play truant to be with her girl friend and young baby. The follow-up work is on subjects such as feeding a baby and getting value for money, but can also lead on to discussion of sexual obligations, the purpose of education and education to life.

Although Television Club is widely used and much appreciated, it is unfortunately only available in the spring and summer terms. General sixth forms follow the ideas of Dr Kie Pedler in a survey of environmental problems. The Great Harmony of Nature concentrates on the philosophical attempts of Johnson and Swift to place man in the context of nature.

These programmes may need to be used differently from regular series—perhaps by selecting only part of a programme; using a specially prepared commentary or by video taping and showing pupils to watch the programme more than once. Although it is useful to have these suggestions, not all schools are so organized that full use can be made of occasional programmes. Anyway there is no substitute for programmes specially prepared for slow-learning children.

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Handwritten note in margin: "The Age of Uncertainty"